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ABSTRACT

These proceedings contain addresses and summaries of presentations made in concurrent sessions at the annual meeting. The addresses are: Association for Continuing Higher Education (ACHE)--Then and Now: What Our Past Has To Tell Us about Our Future" (Nelcamp and others); "A Conversation with Alex Haley" (Haley); "Luncheon Address of President-Elect" (Mills); "A Challenge for the 90's: Increased Educational Opportunities for Adults" (Mattfeld); and "Future Directions for Adult Continuing Education" (Knox). The concurrent sessions are: "The Past Persistent: Profiles of Nontraditional Women Students, 1900-1940" (Geyer); "From State to College to Classroom: A Multimedia Approach to Gender Equity and Multicultural Awareness" (Dumais); "A Developing Market for Continuing Education: The Reserve and On-Base Military Education" (Watt, Kelly); "Assessing the Impact of Adult Continuing Education on Economic Development" (Moore); "On the Edge: Should Continuing Education Remain Marginal?" (Marksbury, Foster); "The Conference Planner as Entrepreneur: Programming for Success" (Harris, Vonler); "Addressing the Career Change Needs of Adult Students" (Rowe and others); "Recruiting and Retaining...Faculty" (Huebner); "How to Exchange Information Electronically with Other Continuing Education Professionals" (Gadbow); "Noncredit Continuing Education: Today's Challenges Create Tomorrow's Traditions" (Long); "Professional Development Programs for Teachers: An Applied Model" (Infantino); "The Winning Formula" (Yoder); "Accommodating Older Persons to Higher Education" (Cortright); "Educating Internally: Strategies for Achieving a More Central Role for Continuing Education in College and University Affairs" (Fey); "Contract Programs: Focus on Indirect Costs, Overhead, and Profit" (Long); "The Role of Higher Education in Rural Economic Development" (Caskey and others); "National Continuing Education Programming: The Perils and the Rewards" (Nance, Cowan); "A Model Program for Rural Women: Now and the Future" (Barnes); "Writing for Publication" (Shields); "Inside Education: College in Prison" (Danglade); "How Americans in Transition Study for College Credit" (Brickell); "Building a Campus Consensus for Continuing Education" (Norris, Roughton); "Student Services in Continuing Education" (Perillo, Glines); "Applications of New Technology" (Bridwell, Lott); "What Marketing Psychology Means to Brochure Design" (Foster); "Continuing Education for Business: Issues, Threats, and Opportunities" (Falk); and "Demonstrations of New Technology: The Optel System and Satellite Delivery Systems" (Phillips and others). Highlights of business meetings are also presented. Appendixes include reports of the various committees. (YLB)

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CONTINUING HIGHER EDUCATION: IN RETROSPECT AND TOWARD THE FUTURE

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ACHE

ASSOCIATION FOR CONTINUING HIGHER EDUCATION

PROCEEDINGS OF THE FIFTIETH ANNUAL MEETING

ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Salt Lake City, Utah
October 30 - November 2, 1988

Jan Jackson
Editor

California State University, San Bernardino

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PREFACE

The 1988 Proceedings of the Association for Continuing Higher Education are presented herein. Proudly, these Proceedings record the fiftieth annual meeting of the Association--ACHE's "golden anniversary." Sam Bills, Chair of the 1988 Program Committee, spoke of the mission of this important annual meeting as follows:

> During the past 50 years continuing higher education has been, and will continue to be, a major force for positive change in our society. Both in theory and in practice, continuing higher education has sought to break down barriers, open doors to nontraditional learning groups, and to develop and implement new learning and teaching modes with unique delivery systems. It is the business of this anniversarial conference to address where we were 50 years ago, where we are now, and most importantly, where we are headed for the next 50 years....Our richly diversified program is reflective of the major trends in continuing education. It is hoped that ACHE's 1988 retrospect toward the future will serve to shape and assist all of us in realizing our mission.

From the thoughtful words of Alex Haley to the uplifting music of the Mormon Tabernacle Choir, the 1988 annual meeting was unusually exciting. Indeed, the fiftieth anniversary of ACHE was appropriatly celebrated in both program and cultural events. Sam Bills and the 1988 Program Committee were successful in delivering a "richly diversified program," and in providing a unique blend of keynote speakers. Scenic Salt Lake City in the Great Basin proved to be the perfect "anniversary" city, rich in the spirit of tradition, cultural heritage, and genealogical history. Brigham Young University was a fine host, and Frank Santiago and his Local Arrangements Committee did an excellent job of entertaining us in the "Crossroads of the West."

I wish to extend my personal thanks to those individuals who provided the support for this publication: Peter K. Mills for inviting me to serve as editor; the many recorders and committees for submitting the contents of this work; Lee Porter and the California State University, San Bernardino for providing me the time and office support necessary to complete this monumental task; Tom Ruvolo for his graphics support; and Donna J. Boyd for her editorial assistance.

It is with pleasure and pride that I present this Golden Anniversary edition of the Proceedings of the 50th Annual Meeting of the Association for Continuing Higher Education.

Jan Jackson
California State University, San Bernardino

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PART ONE:
ADDRESSES

ACHE - THEN AND NOW: WHAT OUR PAST HAS TO TELL US ABOUT OUR FUTURE

Presenters:	Gail A. Nelcamp, Dean; Evening College University of Cincinnati
	Frank Funk, Dean Emeritus; University College Syracuse University
	Wayne Whelan, Dean; Continuing Education Trident Technical College
	Leslie Jacobson, Dean; Graduate Studies Brooklyn College
Moderator:	Roger Sublett, Dean College of Graduate and Continuing Studies University of Evansville
Recorder:	Robert Colley, Director Independent Study Degree Programs Syracuse University

The Association for Continuing Higher Education welcomes you to the fiftieth annual meeting of ACHE. We're delighted to be here in Salt Lake City and we're delighted to see so many of our friends, participants, members and newcomers to ACHE. I think you're truly in for an outstanding meeting, and I think Dr. Frank Santiago will have some announcements at the end of this meeting about changes.

I'm Roger Sublett, the Executive Vice President of ACHE, from the University of Evansville. I am a historian by trade. I am not going to take up very much of these fine folks' time, but let me say that I looked through some historical documents at Syracuse a few weeks ago and we photographed some of those documents and left them at the ACHE exhibit next to the registration booth. You may want to look through some of those letters, particularly from Dr. Sparks, and really appreciate the comments and the struggles that ACHE went through in the early years. It's rather phenomenal that the leadership kept this organization alive and vital in 1939 on into the war years.

One of the documents I ran across, however, interested me greatly because one of the keynote speakers at the fourth annual meeting in 1942 was Dr. Lincoln D. Hale, who was president at the time of Evansville College in Evansville, Indiana. Dr. Hale's topics at that time were enrollment reductions and budgetary impact. Not much has changed in Evansville since 1942. We are still talking about those topics. In addition there is a list of possible presentation topics from the 1939 meeting out there and it is really fascinating to look at what our colleagues in 1939 were interested in in continuing education.

We are going to find out this afternoon, in this golden anniversary session, a bit about ACHE from some of the leadership in ACHE. It is my privilege to introduce members of the panel. Dr. Gail A. Nelcamp is Dean of the Evening College of the University of Cincinnati and was President of ACHE in 1980. Dr. Frank Funk is Dean Emeritus at University College of Syracuse University. Dr. Wayne Whelan is the Dean of Continuing Education at Trident Technical College in Charleston, South Carolina. Wayne was President in 1984, Frank Funk was President in 1981. And Dr. Leslie Jacobson, who is Dean of Graduate Studies at Brooklyn College, was President of ACHE in 1982. Recording this session this afternoon is Robert Colley from Syracuse University.

I learned a long time ago that the Executive Vice President, as I think Bill Barton and Howell McGee--both of whom are here today--can attest, really is the keeper of presidents and, to some extent, the Board of Directors. I also learned a long time ago not to try to out-talk presidents. So, I am delighted to introduce this panel to you this afternoon and ask Dr. Gale Nelcamp to share some of his impressions of ACHE. I've also asked them to limit their comments to about ten minutes, with the consideration of a major current issue in continuing education, and at least one major prediction, either for the future of ACHE or the future of continuing education. We hope we have a bit of time at the end of the session for questions and answers. Dr. Nelcamp.

Dr. Nelcamp:
A couple of quick corrections while I have the opportunity. The program refers to "golden," but except for Leslie you notice that "grey" is the right approach. The second part is that what Roger said was, if we went over ten minutes he was going to pull the plug on us. But someone slipped and did it ahead of time.

Let's talk about ACHE, fifty years or is it more? Have we changed? Well, the University of Cincinnati Evening College was officially set up as a degree granting college of our university in 1938, but we trace our history back to 1902. So, if any of you have looked at our bulletins lately, you'll notice that they proudly proclaim that we have been serving our students for fifty years and eight decades; and ACHE is a little bit the same way, because we go back far more than fifty years.

The Association of Urban Universities was founded in 1914, as

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an offshoot of the National Association of State Universities. Our history is important to us, but it does not represent what we were; we were a bunch of tag-alongs at that point, at least our predecessors were. My former boss, Frank Neuffer, who was president of the Association in about 1950, was young enough at that time to go to those earlier meetings with the president, and that was a routine activity for many, many years and it was a place that continuing education people could get together. Finally they got tired of doing that, and in 1939 the Association of Deans and Directors of Evening Schools was created. I am proud to say that Vincent Drufner, who was at that time Dean of the Evening College of the University of Cincinnati, was the first president. In 1940, the name was changed, and we became the Association of University Evening Colleges, which was very descriptive. The records of early meetings are quite interesting and, Frank, I must tell you that I've got quite a few Proceedings from early years that I am going to send to Syracuse one of these days to become part of our official history; but they were unique in many respects. First of all, they are verbatim minutes of the meetings, and I'm not sure how many of us would like that today, but there were some very heated debates, because the field was being formed, and top-notch people, really exciting individuals such as John Dyer, were debating the issues of the day, and the Proceedings year after year were very explicit and you can just see some of the ways that motions passed through.

Early on, and remember that this was in 1939, the subjects of the day were national defense, the war effort. Remember, they were anticipating a war, so they began to think about what was going to be the role of evening colleges if indeed we did have a war, and how we were to prepare for national defense. I know that Norm Auburn, who had taken over the deanship of the evening college at the time, was very active in national defense circles in Cincinnati. Later on, we started preparing as an organization for the end of the war. That, by the way again, is World War II. When someone my age says "the War," we are referring to World War II. But we had to prepare for a veteran influx, and I might slip in that I was part of that particular wave in 1948 and thereabouts, and I could give you some figures for everyone, but I will just give you ours for the University of Cincinnati. We went from what had become a low of about 2000-3000 students up to over 10,000 students in a very short time. So you can think of some of the problems we were having, and those were copied throughout the country.

It was interesting to see some of the figures for Pittsburgh and Syracuse and others that we have some contact with, but we did have peak enrollments. The topics of the early meetings were more geared at the time to special problems of registration, curricular concerns, advanced standing, faculty selection and training, the same things we were talking about today. We were still, in those days, very pragmatic, very interested in "how to." How do we accomplish this? How do we do certain things? How do we figure advance standings? What do we do with a student who had courses ten years ago?

Obviously we move from there through many periods up through the Korean war, the GI Bill students and the like, and each with its own set of problems.

I will skip most of them and come to one that I am particularly intrigued with from a personal standpoint, and that is the era of "self-defense," when we started worrying about how we were going to get along with the AACSB? How are we going to handle the wave of decentralization that's taking place throughout the country? I can't resist one little bit of nostalgia. I am glad I can say this was not related to the University of Cincinnati at ACHE, but UC's attendance at the National University Continuing Education Association when we had a gigantic session. Some of you may remember, Phil Frandsen had put together a session on teleconferencing and this was to start out. What it turned out to be was a session of everyone saying, "I'm about to be replaced, someone else is going to do continuing education at our university," up and down the path, and luckily there were enough ACHE members there who said, "I don't know where you are going to be, but I am going to be in the thick of continuing education when this is all over;" and we have been.

So have we changed much as an association? Well, in my mind, yes and no. In the early years, our focal point was the urban evening college and credit, although many of us were involved in noncredit activities. By 1973, though, AUEC turned to ACHE and we took it upon ourselves to follow through in good form to truly concentrate on a broader membership, so our focus started to change from a pure evening college to other types of organizations as well. In size, certainly, we changed from some figures I've seen--about 20-25 from when we started out to roughly 1400 members in 600 different institutions.

Our conferences are roughly the same, but different in many ways. Interestingly, for those of you who haven't been around quite a while, our Tuesday afternoon is an interesting part of our history, partially because when we were AUEC, it's true, we were mostly male, and most of the spouses that came to the association to visit were women. And they were wives (I should throw that in). We needed something to tie everything together, so that women had their own counterpart association and on Tuesdays we all went out together. So Tuesday afternoon was a time for the wives and husbands to join with everyone else, but many of us had maintained that those were exceptional periods and they still are an opportunity to do personal networking, meet with other individuals and the like. So, I make no apologies to my president or anyone for a Tuesday afternoon social period as such in the middle of the conference.

Membership has changed. Participation by minorities has varied from various years, but participation and attendance by the female contingency has increased regularly year after year, until now I would bet that the ladies represent a larger part of our attendance. I'm sure Leslie will correct me or tell you what truth is, in a little bit.

I think that we are more democratic in structure now, with planning and operation better than in the past. I must say that this was not something that came about in our current offices alone. Many of us through the years have helped to cause that transition to take place.

So, are we different? Well, yes, but no, not basically. We have not really changed much in the last 20 years as far as I am concerned. We are still basically an advocacy group for the adult students. Through the years, we've changed our focus; we have stressed faculty, the field, staff development, curriculum, unit security and the like, but our basic emphasis has remained the higher education of the adult students. So although the trappings may change, we are going to be that, in my mind, if we are to survive.

The prediction--what is going to be done relative to ACHE in the future? My statement is, we will see ACHE continue as a separate and independent association. No, there will not be a merger with NUCEA or any other association. We will see us continue to be an institutionally-based organization. You will see more diversity in the type of unit we serve. It will not be evening colleges alone, it will be many types of organizations and even professional associations in more forms. And most of all, since change is the order of the day, you will see constant change with the officers and members of ACHE responding to whatever type of change is necessary to be a vibrant organization, as we are today.

Dr. Funk:

Thirty years ago I remember being a young snapper going to the first AUEC meeting and sitting out there where you are and listening to what we affectionately, sometimes affectionately, call the "good olds:" the old-timers of the field, the people who have been around awhile. And we young turks knew they have seen a lot of changes, and we were mostly worried about what was going to happen next. We were not terribly enthralled with history. We kind of respected them for where they had been, but were more concerned with where were we going and what would happen to us next in the programs.

Roger has wisely asked us to focus on the future of ACHE as well as telling the old war stories, the old warhorses up here, the "has-beens." But he has neglected to tell you that he was fairly specific in assigning topics and I am going to read off my assigned topics and I am going to give them a quick brush, O.K.? "Association Leadership," "Role of Private Independent Institutions in Continuing Education," "Changes in Continuing Education and ACHE," and then one "Major Prediction for the Future;" so here we go with my quick and dirty, comma, laundry list. If I don't put the comma in, it becomes "dirty laundry" list. OK!

Association Leadership--I think it's marvelous that this association and others seem to come up, by hook or by crook, no matter what the nomination or election process over the years, with some excellent leadership, and I don't mean that to be self-serving for us up here, but over the long span of years in the history that Gail was talking about, leadership has emerged when it is needed in the association and kept it on course. I think that is fine.

To be provocative as well as enlightening, I think we need more women in our leadership. The comment was made by Gail about the increasing number of women in continuing education. I think we need more women on the Board. Leslie, I believe, was the first and only female president and I think we need some female presidents in the future.

I think we need more full deans as presidents on occasion and I don't think that is contradictory with the way I feel about women being president. I saw a figure not too long ago about the number of women C.E. deans being appointed, and it has increased significantly. So that's not a lock-out anymore. The Strategic Planning Committee report that I think will be introduced at this meeting talks about keeping the institutional base for the organization, and it says that we ought to do this for credibility, because institutions really share their academic reputation in bolstering an organization like this. They provide consistencies, stability, and continuity, and they are the ones that pick up the money for the travel, and very often for the program committees and all kinds of things. So, it's a matter of prestige, and institutions are impressed if the top leaders of other institutions are presidents of an organization. Again, I am trying to be provocative; I don't say that every president has to be a full dean, or I should quickly say, director of the continuing education unit, the top person in the continuing education unit.

Secondly, the Role of Private Independents--I did not know quite where to go with this, but I began to think that ACHE has probably more private independent institutional members than some of the other associations in our field, and this has always been a home for professional development for a number of smaller institutions, some of them connected to a religion and some not, but they are very important to this association.

Private institutions, unlike publics, tend to have a little bit more flexibility and speed in response in continuing education. They don't have the clearance problems of the public institutions. We were talking in the committee about dues and travel and that kind of thing, and there is a lot more flexibility and it's a lot easier to do in a private institution, than to have to deal with state auditors and all kinds of people like that. Not that we are not audited. Private institutions tend to be either more self-supporting or mostly having to earn a profit. There is that "p" word, profit! We are not supposed to talk profit. We are supposed to use euphemisms: "an excessive of income over expenditures." My institution has been very clear for years and years, and in my years as dean, I was required to turn over "x" number of dollars, and it was not "give us what you've got left over at the end of the year." It was, "when you open your doors for business the first day of the fiscal year, you will earn this much money this year," and I suspect that this is a characteristic, especially, of private institutions, that they are required to do that.

Then we should keep in mind that the private institutions in continuing education are apt to have--a number of the smaller ones anyway--smaller staffs, and therefore they have to be generalists. As we program our meetings--and I'm aware when I go to an NUCEA meeting that you can have a meeting with a large group of subspecialists looking at subsets of public relations or advertising of brochure production--if you're a two-person, or a three-person staff, you are doing everything. So we have to keep in mind that there are many fewer specialists sometimes, and certainly in the smaller institutions.

And I think it's a mistake to assume that privates, independents, don't have outreach. Public institutions, land grants, have the mandate to handle the whole state and so on, but in this day and age, a lot of institutions are into outreach. Syracuse University, in a state that has the largest state university, (64 units in the State University of New York, I believe that is the correct number now), has had for 33 years graduate off-campus centers all over the state, five or six of them. So you don't have to be a public institution to have outreach.

The next issue is, how has continuing education in general and ACHE changed? Gail has mentioned a couple of things. And I will just agree with him. Certainly there's been a dramatic rise of women, and since he has talked about women, and you just look around the room, the dramatic increase of women students has been a factor, and we have reflected the society, haven't we? The rising aspirations--you remember the early years we talked about women's, quote, "liberation." You don't hear "liberation" much any more, but feminism is certainly here and the necessity for two career families and all of that, and so the number of women students exceeds men nationally. I believe it's now something like 54% of all C.E. students nationally are women.

There is, as you mentioned, the issue of minorities. I think there is a greater concern for previously under-served populations, minorities, and I think even though a lot of us are urban institutions, there is a renewing interest in rural populations, and certainly, the elderly. Certainly the greying of America has hit all of us, including the "grey-tops" up here, and we're beginning to think about programming there and worrying about how we can support that and whether we can all give it away for nothing, and making mistakes assuming that elderly are always poor elderly. There are a lot of very affluent elderly out there who want to come back to school for the old-fashioned reason of intellectual stimulation, not a diploma, not credit. And I think the genius of continuing education is that we have something for almost every stage of life, and going and studying for your own stimulation is as important as it is for a younger person who must fashion a career, who must get the credentials. Neither is better or worse, it's just a life stage where continuing education could help.

I think there's been a change in the accreditation. I think professional accrediting groups, (you mentioned AACSB as being the business group), engineering, nursing, I think the professional groups have gotten stronger and I think conversely the regionals have less clout than they used to have. At least, I think that's true in our neck of the woods. And I think there's more concern within our field, for our being involved in accreditation of our whole institution. We don't like people coming in on a regional accreditation visit who know nothing about continuing education. We kind of like people who are continuing educators involved in these teams if we can do it.

Gail mentioned a greater openness and democratization, I think we've tried in the association, in nominations and elections. I think there's greater concern for regions than there once was. I can remember Region II was totally dormant for a couple of years, and someone said to me, "Why don't you grab hold of it and kind of get it restarted at Syracuse?" So we said, "O.K., we'll run a meeting" and we tried to give it a little revitalization. But regions weren't much a long time ago in some areas of this country, and I think we now pay a lot more attention to regions; I think we've understood now that to a lot of folks, ACHE is a regional meeting--that they have never attended an annual meeting, and ACHE lives for them at the region.

OK, the major prediction is an obvious one: "We ain't seen nothing yet" with the rise of technology. It's going to be a fantastic further mushrooming of this technology, especially computerization. All kinds of links with students will be possible. The percentage of homes with VCRs is increasing every year. They're getting better in interactive programs with video. There will be satellites. We know about car phones. There will be further miniaturization of all kinds of electronic devices and so on. This will all permit us to reach the distance learner better, and my bias is that in continuing education most adults will always yearn for some face-to-face interaction, communication with live human beings in the same room they are; that the trick will be, to make the best use of the technology as it appears, and not be caught up in "got to look up-to-the-minute, got to be modern, got to have the latest stuff." You know, I remember working with a military group whose general wanted the very latest set-up for a TV studio. This was in the early years, and they had a three camera-chain, the latest full-color cameras. This marvelous studio was never used. But the general wanted to look like he was right up-to-the-minute, and so he had decided they couldn't take a chance with security to do briefings over the air, but they had the gadgets. You can get caught up in the gadgets. I listened to a panel not too long ago of people who know a lot more about it than I do, and one of the speakers said "the simplest turns out to be the best." So, my prediction is there will be more and more of it around, that we need space for in-person learning and that we should use the appropriate device, and not just have it because it is there.

I think my time is up. I, too, think, Gail, that in the future, as with the grain of America, there will be a lot of entrepreneurs who will see a buck to be made. Packagers who will be in our field, will be looking to capture a lot of these adults, and can we survive and compete with that? I think we can, if we continue to deliver solid, quality programs, and we don't get swept up in fads, because we, more than these entrepreneurs, have an understanding and a concern for our adult students, fashioned over the years.

Dr. Sublett:
Thank you, Frank. You can tell Frank has retired, because he is one of the few deans I've ever met who did exactly as he was asked. I appreciate that Frank, very much.

Dr. Whelan:
I am glad to hear that Frank was here thirty years ago. One of the great things about ACHE is you get to rub elbows with the old timers. Thirty years ago I was sitting in class at the University of Virginia (sometimes, but not very often), while

Frank was here. I want to try to do what Roger asked me to do. When you serve on a panel, it's best to be the first or last. If you're first it makes no difference what you say because everyone else has to follow you. If you're last you can make lots of quick notes and come out looking really bright. If you're in the middle, it is not as easy.

Roger asked me to talk about the role of the association in the continuing education movement, of past experiences, something about the future, something about what we've meant to the movement of continuing higher education. Gail made a marvelous summary statement about the early days of AUEC and then ACHE.

I think, for some perspective, it might be well to point out to the first-timers and newcomers, particularly, the differences that arose in the early days and that largely have continued through today. He mentioned NUCEA, that at the time was NUEA, the "E" being extension. And there was also an organization for adult basic education. They had different thrusts. NUEA was National University Extension--universities' extension, not urban colleges, not privates, not evening colleges, but rather credit off-campus--a different mission. AUEC filled a niche that was very much needed. NUEA was not particularly interested, from what I've known of it, in the small private institutions. AUEC was. So for many years, AUEC and later ACHE served as a home base for the small, private institutions and institutions that were not particularly into extension, but rather had a different mission. Some of the hallmarks of AUEC and ACHE, as it is continued, are typified here, typified perhaps on this panel, in that AUEC and ACHE have long thrived on reasonable cost. Institutional dues are reasonable. We've thrived on nuts and bolts, on how to get it done, on staff development. Gail used the term "student advocacy," or concern for the adult student. That's true, but taking it to the next step, it was, "how to get it done, how to better serve that adult student." So I embrace his umbrella statement but the meanings are characterized by how to get it done.

One of the remarkable things about ACHE to me over the years has been access; that is, access of people and programs. ACHE has not been stratified. I remember one time Joe couldn't attend a session at an NUCEA meeting and asked me to go to represent the university for that portion of the session until he arrived. When I walked into the session one of the people there said, "Why are you here?" The person knew I wasn't a dean, knew I wasn't the dean of UT because he knew Joe was, and he knew I shouldn't have been at that session. NUCEA was for many years like that, stratified. Access provides you with a priceless set of networking potential, of almost free consulting, of problem solving, how to get it done, to keep you from shooting yourself in the foot, how to keep from reinventing the wheel. The first meeting I attended was a few years ago. I rode up on the train from Richmond. That's how long ago that was. I learned enough about a registration process to more than pay for the trip, with regard to saving postage and processing fees. So that's an example of how to do it. It can come back to you very quickly in ACHE.

Also, over the years ACHE provided a home for a non-institutional member. NUCEA is institutional based, as we are. But, we also make provisions for the professional member. That has not been without some difficulty. One of the problems that we face in ACHE is that of future direction. What are we going to become? Where are we now and what are we going to do, in terms of our institutional base, trying to relate it to that. ACHE is not a democracy. We live in a democratic society, but ACHE is not a democracy. It's an association of institutions and the association of institutions has seen fit to allow professional members. That wasn't a bad decision, it was a decision made to embrace and have a home for these folks. The question now becomes, what role do they play in the future years of the association? What happens to the institutional base? It's not an easy question. It's not an easy one at all.

Another thing has typified ACHE that has made it a marvelous organization, in a role that you don't normally think of; Gail alluded to the spouses. For many years, the AUEC published the spouses' directory. It encouraged that sort of networking among the spouses of the attendees. We haven't done that for a bunch of years now, but when I came along it was still done. So there was a lot of cross-fertilization among the attendees and certainly the spouses got to know one another also.

One of the things that saddens me somewhat as I look back and look at what we are doing now, is that earlier, when I first came in, there was much more interest in and emphasis on research than there is now. I see very little active research by our membership. Maybe I'm missing something, but I haven't seen it. At the Finance Committee meeting this morning, we talked about whether to leave a given amount of money in the budget for the Research Committee, because some of it wasn't used this past year and that's not good. I think we need to get back into research more. One of the hallmarks of the Canadian association is research. If you have the good fortune to attend a Canadian association meeting, you will find much more emphasis on research than the nuts and bolts. So I think we need to get back to that some.

The prediction? How about Washington 27 and Houston 10? Now I think the prediction from where I sit in my institution now is going to be more and more emphasis on non-credit continuing education. Those of you who've worked actively in non-credit, I guess you know that now. But noncredit is an extremely vital and growing area. Corporate buyers, for instance, are very interested in not a long 10-week semester-long course, but an in-depth quality look at a given thing. So I think noncredit is going to be the "where it's at," to use the vernacular in the quick future.

He also asked me to comment on community college role in continuing education. And I think my brief statement on that is going to be, having been in a community college now for two years, community colleges' best hope is to find a market niche or niches and go for it. You can't replicate a land grant, you can't do what a university is going to do. I can't compete with the University of South Carolina, I have no intention to. But I'm going to look for niches that they can't serve in Charleston and go for it. So if you're in a community college, that's my wisdom, after 20 some years in the field and two years in a community college: find a niche, develop it and go for it.

I'd like to close my portion by saying this has been a labor of love for me. I attended my first meeting in 1971 or 1972, I don't remember exactly. And I can't tell you how much pleasure, intellectual stimulation and good ideas I've gotten. It's been a marvelous experience. Those of you who are first timers and newcomers, I would encourage you to make contacts, keep coming back. Give us a chance. You won't regret it. It's a marvelous organization and it will only be what you make it. Because as we see more and more deans retire around, that means they're not going to be active too much longer. It's going to be up to you guys to pick it up and take it on. And, yes we are grey, but at least some of us have some left.

Dr. Jacobson:
Good afternoon. I believe that my colleagues on the panel have basically said it all in terms of "past." Those of you who know me, know I never say anything in ten minutes and, that inasmuch as I was asked to talk about strengths and future potential of the organization, and knowing that my good colleagues would talk about the past, I thought what I would do is really take a global overview of what ACHE is, its strengths, its future potential, and to once again really discuss that mission that we have in continuing higher education. And since these three colleagues have spoken it is now five o'clock, I hope that you will bear with me. I do have one correction, though, for Gail. We are women here. I don't know how many of us are ladies, but we are all women.

In a world of troubled history, I am glad to report to you that "now" is better than "then," when it comes to the Association for Continuing Higher Education. My colleagues here have told you how long they've been in the organization, and so I am a relatively new person, a "Joanie-come-lately" among the distinguished panelists. However, I can still recall an era when evening colleges or continuing education or adult education or extension education was a stepchild of the establishment in higher education. A sort of Cinderella working hard to please her stepmother, who discriminated against her in favor of her natural children, the day school and the graduate school. And as a graduate dean, let me tell you that was absolutely true. The most our educational Cinderella could hope for was pleasing the parent institution by, as Frank told you, producing revenue and good public relations with the community, thereby being permitted to warm herself at the outer perimeter of the hearth for personnel and facility support. Accordingly, the conventional wisdom, which prevailed then, recommended a number of propositions by which the dean or director could prudently guide him or herself. Prima inter pares among these propositions for our Cinderella was the need to please her stepparents, the president of the college or the university.

Now, it might be argued, after all, that then every administrator in an institution of higher learning has to please a president who appoints or disappoints his/her administrators at his/her pleasure. Well, yes, but there is a difference. The administrators of the other constituencies were perceived as heading up operations which were defined as central to the educational mission of the college, whereas the Cinderella of continuing education was perceived as being very marginal to that mission. Retrospectively, one could wonder why the colleges took in this stepchild or tolerated her presence in the first place.

And this I think is very important for us to realize, all of us in ACHE. Histories of education address this question sufficiently, going all the way back to the Chautauqua movement, but I only wish to make one salient point on this issue for the purposes of this discussion. Continuing education for adults was an idea born in the democratic mind and culture whose time was to come inevitably in the unfolding course of American civilization. It was the educational reflection of a revered tradition in American culture. That is, opportunity for all Americans to better themselves and to realize their fullest potential in a democratic society. Opportunities there were, in principle, available to the individual at any age, in the spirit of self-reliance and hard work. The circumstances of birth or class were not to predestine anyone to premature closure of his or her opportunity to pursue life, liberty and happiness, and to the extent that education was crucial to that pursuit, [one could] continue one's education beyond youth, if it could not be afforded, or [was] forbidden or foreclosed by whatever circumstances during the person's earlier years; and I think that that is of paramount importance for us to remember as we look to the future.

However, continuing higher education was an idea that has taken hold only gradually and with great effort, as some of the senior members of ACHE can certainly attest. I believe the reason for this travail is obvious. Education was traditionally considered preparation for life and had to be obtained in advance of plunging into the workplace and everyday life. Society invested in the earlier formative years of the citizens who pay back on that investment due, in the later years of their productive lives. In fact, at the elementary and secondary levels, the history of American education has documented the commitment of our society to define educational opportunities to be a universal right rather than a privilege for the few who could afford it. Now, whether it is a right or a privilege, we should understand that it was continuing higher education organizations like ACHE that championed educational opportunities for those who are educationally bypassed for whatever the reason. And it was continuing higher education which fought for educational life space for adult students, innovated patterns of place and scheduling for them, developed unique degree and certificate programs as well as alternative curricula for them, forced the development of faculty, skilled, and devoted to the teaching of adult students, and created a positive learning environment for them during evenings and weekend hours. That was then, and to some extent, it is now and will be into our future.

However, there's a different context in which the organization and membership of ACHE must work, and if I were to apply a label to this new context, I would call it the advent of lifelong learning as an accepted principle in the educational philosophy governing continuing higher education and an established plank of public policy as well. At the level of ideology, certainly, continuing higher education is no longer a Cinderella. Although if one looks at the program schedule for this meeting, my thoughts may be a little premature. However, many institutions have joined the day and graduate schools as the natural child to parent institutions.

The challenge of ACHE now and into the future is to champion the claim that continuing higher education has to its new birthright in the practical terms of budget share, support services, logistical parity, assignments of quality faculty and the like. We should no longer have to sing for our supper, given the new ideological context in which we find ourselves. However, a new wrinkle has developed and intensified all the while ACHE has been struggling to win over public policy and educational commitment to lifelong learning. And that is all the children of the parent institutions, particularly, day and graduate schools, who will have to sing for their supper. Public support of education at the federal level has been drastically reduced and the cost of college education has climbed very steeply, far outrunning the rate of inflation.

Accordingly, we must still apply the lessons learned from the past to compete successfully for the ever scarcer resources that must be spread out within the entire institution. Many of the old recipes can still be counted upon to work. Cultivation of the president as a friend or advocate, and Frank had mentioned this, insisting on quality programming to command respect of the faculty, meeting student needs in a responsive manner, developing programs that meet community needs, aggressive recruitment, which helps the total college community, and affecting good public relations.

But, there are also some new recipes which we must master if we are to present the menu of mechanisms that affect parity with our programatic competitors. For one thing, ACHE must continue its relatively recent efforts to become more influential as a political lobbyist at the federal, state, and, yes, even local level to obtain tax levies, grants and support, and private support of continuing higher education. In the past, we've depended very heavily upon the collective efforts of other agencies and organizations, expressing our interest in such matters in the form of resolutions. Our professional conferences should be programmed to include national and regional political personalities and to feature at least one major working event related to legislative concerns. Friendly administrators, friendly legislators, can be recognized for their significant support of continuing higher education with appropriate awards from our professional associations. We should take seriously the reports of our standing committees in ACHE, whose charge it is to monitor the legislative arena and to recommend political action to the association.

Continuing higher educators must aggressively capitalize on their greater experience, and I think all my colleagues addressed this, and know how, in working with adult students in non-traditional settings, to meet the emerging needs for continuing higher education which are intensifying in the community and the workplace. In this regard, we are far less in the position as we were in the past of having to educate our prospective clients about why they need to continue their education, either for themselves or their employers. Instead, our path is to effectively and imaginatively package, arrange and facilitate delivery of instruction to our student public. We must be effective in our leadership roles within our own respective academic community by demonstrating why it is in the best interest of our own institution to mobilize resources behind the programs of ACHE. In effect, administrators in continuing higher education have got to pay their traditional roles as educational brokers within their institution just as earnestly as they have beyond their campus precincts.

Another important area in which ACHE's history is better now than then is in the status of the women, the professional women within the association. I was invited to do a short piece on this subject for the fiftieth anniversary issue, and I would like to refer very briefly to that article.

Two things have already been mentioned, one was about the spouses' directory and the fact that the women who were in those early days were the spouses themselves. I should tell the women who are here that there were only two male spouses lifted out of some three hundred names, a Mr. Crockett and Mr. Scott. Those were the only two who I guess came.

A survey by the 1977 committee on the status of women in ACHE, shows that women employees professionally in the institution rose from 249 in 1975 to 411 in 1977, an increase of 65%. Since that time, relatively little has been done by the way of self-study, but it can be supposed that the status of the women in continuing higher education has, however, continued to improve as the cultural change and affirmative action have taken hold generally in our national life. What I would now like to hope is that there is no loss of momentum gained in improving the status of women in ACHE.

Unlike Frank, I make the observation that the place of women in ACHE has not enlarged sufficiently to keep pace with other institutions in our society, particularly in the qulitative sense of major responsibilities and leadership roles. Although more women serve as members of the Board, the number of women deans in ACHE institutions must increase to demonstrate true gender equality, and ACHE, itself, must be ever vigilant to invite and to mentor women members into significant work of the association.

Of course it takes two to tango; professional women in ACHE are challenged to assume responsibility and to achieve with excellence in serving the mission and goals of the association, and thereby the educational opportunity and programs that serve the vast constituency of students continuing their higher education in our country. I am confident that women in ACHE, and those who will be affiliating with the association in the future, will indeed rise to the challenge and make an important contribution alongside their male colleagues, which will be honored for its efficacy and not conspicuously for its origin and gender.

In summation, the future of ACHE has to be better than the past. "Now" should be more than "then." The College Board reports in September 1988 that the Western Interstate Commission for Higher Education is bullish on continuing education. I quote:

> College enrollments have remained steady at about 12 million during the 1980's. Despite the falling number of

> high school graduates from 1980 to 1986. The steady enrollment is largely due to an increase in the number of older and part-time students and a rise in the proportion of traditional college age students seeking higher education. Colleges will have to pay more attention to the nontraditional student during the downturn of enrollment predicted for the 1990s. If they want to maintain a steady state-enrollment, they will have to get more older students.

From these dates, from the predictions you heard made by my colleagues, we have a lot of work to do. The future is ours as we know to make it what we wish it. Excelcior! Thank you very much.

Roger Sublett:
Thank you, Leslie. From the panel this afternoon, you've heard many words describing continuing education: among those, quality, diversity, leadership, adult continuing education, non-credit, respect, service, mission, flexibility, opportunities, mentoring and I can go on and on. It emphasizes that, as a historian, I firmly believe that we study the past in order to understand the present and to be able to predict the future. And yet as this association faces fifty years of service, we face fifty more years of opportunities.

Probably, most of us in this room will not be present at the one hundredth celebration of ACHE. And I'm a bit disappointed that one of our members who was present at the creation in 1939, Dr. Robert Love, was not able to be here at this meeting, even though we invited him, and Dr. Jacobson brought him to our attention. One of the most delightful conversations I've had in a long time was with Dr. Love, for abut 45 minutes on the telephone, on two different occasions, and at 90 years of age, let me tell you, he still has an active mind and a lot of thoughts about continuing education and a lot of love and feeling for AUEC and ACHE. That's the kind of humaneness that I think has been demonstrated over the last fifty years in ACHE.

What makes this association great is its people, you. It is a user friendly association, it is an association based on a caring attitude. We care about you. Over the next four days, you're going to experience a warmth and a graciousness of not only the host here in Salt Lake City, but of the membership of this association.

When, I contacted this panel earlier in the summer, I really didn't tell them what to say, I simply made suggestions. Frank, you shattered my reputation as a democrat with a little 'd.' I told them that I thought the program provided us with a unique opportunity to be provocative and enlightening to the membership, and I also stated I very much respect the expertise and experience represented on this panel, and I'll look forward to working with you in Salt Lake City as we celebrate our 50th anniversary. And I add I look forward to many more years of association with this distinguished association and the distinguished leadership. I think you can see why we have come so far in the last fifty years. Because the leaders at this table this afternoon are really only a small part of a long list of outstanding leaders in continuing education. I expect your continued involvement in ACHE, your continuing leadership, I respect your intelligence and your contributions and I appreciate your predictions, and then I ask your tolerance. Will you accept some questions from the audience? Are there any questions? Suggestions, recommendations or predictions? How soon is dinner? Well, thank you. Yes? We have a question for you. Leslie wants to know, is there anything in the association you would like to see changed, or is there anything that is particularly irksome to you? This is your opportunity.... Are you pleased about anything? Are you hungry? Yes? (Question from audience to Dr. Funk).

Dr. Funk:
I would comment that a lot of us belong to both NUCEA and ACHE, and I'm always struck by the fact that this association has been more programmed to work with the smaller, private institutions. I didn't mean it to be exclusionary in any way at all.

From audience:
I'd like to echo what Wayne says about more research.

Dr. Sublett:
I think the Board is very much concerned about that. We discussed it on several occasions and we have a wealth of information that is available, not only about ACHE, but about continuing higher education, and I think research is part of our responsibilities as educators. You know I have to be one of the few people in this room who spent most of my adult life in higher education and, in responding to Leslie, I think I have on the periphery in both careers, as a historian and also as a continuing educator. I find that exciting and enlightening. It's been also a lot of fun. And that is what ACHE is all about as well--continuing education, for that matter.

Dr. Nelcamp:
Since we spoke a little about women, I just thought I'd take the opportunity to tell you a quick little story. It goes back quite a few years, when a lady by the name of Mary Miller, who was also one of our foremost members, was active in the group. Mary was in charge of a program, in the days when special programs for women were first starting to take hold, and Helen Crockett, whose name was mentioned, was put on the panel and two

other very strong women in the women's movement. Mary turned to me and said "I want you to do me a favor,"--and this of course was outside when no one was hearing--said "I want you to attack everything that's said and I want you to say 'there is no accounting for women. There are no special courses. All of this is for the birds.'" Frankly, it was one of the most fun days of my life. I got torn to pieces but it was an enjoyable experience. I made Mary happy and it certainly was a delightful program. But there is something special about that which I learned that I think we've seen around here, and I know many of the ladies in the group very well and I can say this. There are not strong feelings of antagonism or anything like that. All of us are working together on some of these things. That's what makes it so good. I think that the same is true about representations of minorities and the like. All of these are issues that we must work on together. And that's how we're going to succeed in the future with everything, by working together. Thank you.

Dr. Sublett:
Anything else? Yes, Doug?

From audience:
Roger, while I applaud these remarks of those who are on the podium today, I would also like to applaud those of our past presidents who are in this audience today too.

Dr. Sublett:
And the executive vice presidents, I might indicate, as well. Will you please stand, the past presidents of the association? (applause) Bill?

From audience:
Yes. I think we ought to recognize Hal for fifteen years in that position you hold now.

Dr. Sublett:
Yes, I met Hal this morning. Hal, would you stand please? Hal McGee, from the University of Oklahoma.

With the presidents, just two pieces of trivia, very quickly, if I may. I have a letter here written on November 24, 1942, written to director George M. Sparks, University Systems Center in Atlanta:

> My Dear Director Sparks:
>
> I recently read with much interest of your election as president of the American Association of University Evening Colleges. This is to convey to you the pleasures of the Chancellor S.B. Sanford and the Board of Regents for your

election as president of this association. This splendid honor will mean much to the university system.

Yours very truly,
L.R. Siefert, Secretary
Regents of the University System of Georgia

I think that speaks very highly of not only that system in 1942, but it also speaks for the recognition of the honor it is to serve ACHE in any capacity, and the opportunity to provide leadership in continuing higher education. Thank you very much and thanks to the panel.

A CONVERSATION WITH ALEX HALEY

Speaker:	Alex Haley, Author
Presiding:	Hal Salisbury, President Association for Continuing Higher Education; Vice President for Academic and Student Affairs Trident Technical College
Greetings:	Honorable Palmer DePaulis, Mayor Salt Lake City
Introduction:	Sam C. Bills, Program Chair, 1988; Director, University Evening School University of Tennessee at Knoxville
Recorder:	Richard Lucore, Associate Dean City College Loyola University

Alex Haley's broad experiences, coupled with his ability to make history come alive, provided the Association the opportunity for a fittingly memorable golden anniversary. As the opening keynote speaker for our 50th Annual Meeting, Alex Haley shared his own rich tradition through story and gentle conversation and, in the process, called upon members of the Association to reflect upon our own "roots" as adult and continuing educators and their importance for our future and the future of society.

To reproduce Mr. Haley's "conversation" in transcriptual form would not only be an impossibility, it would be an inservice--both to Mr. Haley and to the reader. There is simply no way that a transcript could do justice to the thoughts, words, stories, and wisdom Mr. Haley presented in his all-too-short session.

The editor regrets the inability to reproduce Mr. Haley's conversation in written form.

LUNCHEON ADDRESS OF PRESIDENT-ELECT: PETER K. MILLS

Speaker:	Peter K. Mills, President-Elect Association for Continuing Higher Education; Nova University
Moderator:	Hal Salisbury, President Association for Continuing Higher Education; Trident Technical College
Recorder:	Jan Jackson, Assistant Dean Office of Extended Education California State University, San Bernardino

I am really pleased to be among such a special group of people here today, and honored that you have elected me. This Association is entering its fiftieth year of service, and I have recently completed just slightly more than fifty years of life. (Why, this Association is almost as old as I am!) There are a number of other parallels between us. The fifth president of ACHE, in 1944 when I was nine, was Norman Auburn of the University of Cincinnati. Thirty-six years later, Norman was to hire me as founding dean of University College at Widener University. One of the first things we both did was to reactivate Widener's institutional membership in ACHE.

I attended my first national meeting in 1967 in New Orleans. The president then was Ernie McMahon of Rutgers University, my alma mater. Ernie was a colleague and mentor during those beginning years when I was trying to put together an evening program at the brand new Middlesex County College, just six miles away. I learned early that ACHE members were knowledgeable, approachable and willing to share. Well, my year to share is coming up. Another earlier president, Joe Goddard, struck a strong chord for me when he said in 1971, "You must give back to the profession which has given you so much." Before this year is over, I hope that I can play a small role in helping you, through your Association, to "give back"--to each other, to your students, to your institution, and to the society.

Today, I am going to talk about some aspects of the business of your Association; I will describe to you some initiatives I plan for 1988-89, and finally I will share with you thoughts about the 1989 conference theme and what it has to do with the Association in the years ahead.

But first, I would like to pause for a moment or two to tell you something about yourselves. I came upon this insight as I was thumbing through the file of articles and clippings I started well over a year ago in the folder labeled "The Luncheon Speech," and which came to be known subsequently as "Peter's Agenda." The article which triggered the insight was "American Higher Education--Past, Present and Future" by Martin Trow, of the graduate faculty at Berkeley.

The brief abstract says:

> American higher education is unique in its size and diversity and in its openness to all who gain a high school diploma. This essay describes current trends in enrollments and finance in American colleges and universities, noting recent changes in the demography of the student body that have kept enrollments constant, despite dwindling traditional college-age cohorts. The sources of the unique characteristics of American higher education lie in its peculiar historical origins and development, especially in the central state authority's and the academic guilds' weakness, the college president's relative strength, and various markets' influence on an institution that elsewhere has been largely shielded from market forces. . . .

Did you catch that key phrase, the one that is about you: ". . .Noting recent changes in the demography of the student body that have kept enrollments constant, despite dwindling traditional college-age cohorts. . . ."? I remember myself saying, when I read that part of the article, "We did that; my colleagues and I in ACHE did that." And you know, no one has ever acknowledged it. Sure, there were certain social and economic factors which triggered this phenomenon, but if we had not fought to keep institutions open and operating at night, and on weekends, and off campus, in the summer . . . if we had not developed the programs and the support services and the simpler registration systems and the more flexible transfer credit policies, Martin Trow would not be writing that now. You and I participated in a quiet revolution which changed the face of American institutions of higher education (in spite of themselves) in fifteen years. For the most part, those contributions have never really been acknowledged. (How many of your institutions publish age breakdowns of the student body and are now devoting a greater portion of institutional resources and services to older students?) Well, no matter. I do so acknowledge you now. In the words of Oliver Wendell Holmes, Jr., "It is required of a man that he share the passion and action of his time, at peril of being judged not to have lived." You have done that. I salute you.

Now back to my purpose. I said earlier that I would talk about the Association's business, announce some initiatives and explain the reasoning behind the 1989 conference theme. First, let's turn to the Association's business. In 1984, in this very forum, President-elect Frank Santiago appointed Oak Winters to chair a special ad hoc committee on "The Future of ACHE." That committee surveyed the membership and wrote a report called "Improving ACHE's Service to the Profession." This report sparked a comprehensive strategic planning process by the Board, which began with a three-day Board retreat in the summer of 1986. Out of that process, and the tireless efforts of committee chairs and task force members (supported by every Board and president since), a steady stream of Association activities and improvements emerged:

- an improved statement of purpose and goals;
- a strengthened election process;
- the distribution of the Journal to all members;
- a reconstituted and revitalized Council of Regional Chairs;
- a regionally-based Membership Development Committee;
- the beginnings of computerization in the "home office;"
- a concern for a balanced approach to meeting the needs of both institutional and professional members;
- movement from an annual meeting budget which used to be supported from Association funds to one which now contributes to the Association;
- the creation of "Western Regions Task Force" to help us grapple with the thorny issues of regional size, alignment and membership development in the areas of the far West and and Pacific Coast where our membership is sparse;
- the creation of a $2,000 annual research fund;
- a Task Force on Resource Linkages to help us network better and one on marketing to assist us to project our image more effectively, improve our programming and to enhance membership recruitment;
- the eliminations of the mandatory "on-site visitations" of new institutional members in favor of the offer of an optional colleague consulting visit;
- the establishment of an ongoing Board strategic planning committee to ensure that this momentum continues and that we keep looking outward and forward.

I am sure that this list is not complete and someone will come up after lunch to say, "you forgot to mention. . .", but the list is illustrative of what has been done and what is in the works--

except for one key area, committees. Let's spend a few moments on committees. Committees are the lifeblood of ACHE. They do our business in between annual meetings; they serve as the proving ground for future Association leaders, and they involve members who cannot attend the annual meeting. But, frankly, those of us on the Board have been, for several years, exasperated with the state of our committees. Board liaison representatives for committee after committee would announce "no report" at the mid-year meeting. Old committee charges and guidelines had not been updated. Ad hoc committees hung around seemingly long after their usefulness had gone. It was clear that we needed to look at committees. Strategic planning provided the incentive and the Board created a task force on committees, chaired by Betty Ayres. This group did an outstanding job in recommending an organizational structure for committees as well as some procedural and sunset rules. The Board has accepted most of these recommendations. Henceforth, there shall be three categories of committees: (1) constitutional, (2) service to the Association, and (3) interest. Two types, standing (that is called for by the Constitution or sanctioned by the Board) or ad hoc, created by presidential action and which die at the end of the presidential year unless renewed by the next president. Review dates of three to five years were established for all standing committees so that they could be looked at by the Board over time in a systematic way. In addition, a standard format for the content of committee guidelines was recommended and adopted.

As your President-Elect, I have determined that this good work should be implemented and continued. Let me tell you what I have done:

- There is now a comprehensive master list of all 1988-89 committees in categories, including the name of the chair and the Board liaison. This list is available on the back table during business sessions.

- Committee members were appointed by letter, prior to this meeting, and committee lists including members, Board liaison and ex officio members have been provided to all concerned.

- All existing Board or presidential guidelines for committees have been compiled in the new format.

- Board members have copies of these guidelines and all committee lists.

- Regional chairs have copies of all committee lists.

- Committee chairs have been furnished a three-hole binder with their committee guidelines, member list and any background correspondence. The intent of the Task Force on Committees is that this binder, with the annual collected business of the committee, would be passed on to the next chair.

- The guidelines and committee lists are on IBM-compatible floppy disks to be passed on to the home office and next year's president-elect, so that in the future only changes need to be entered.

Let me tell you further what specific action I have taken about committees for 1988-89:

- I have suspended appointments to the Legislation and Legal Issues Committee pending a redefined purpose and charge from the Board;

- The Task Force on Marketing and its chair, Charles Falk, has been excused, with thanks, and its report and recommendations move on to the agenda for consideration.

- I have suspended appointments to the Student Relations Committee pending a resurgence of interest by Association members and a clarified charge from the Board. Failing this, I will recommend that the committee be dissolved.

- After consultation with Nick Kolb, its creator, I am not reappointing the Committee on Rural Education.

- All other existing committees have been reappointed and staffed. Finally, I come to announce the appointment of a new committee. I have been convinced for some time that graduate education will become of increasing interest to adults who seek further career advancement. ACHE member involvement with graduate education was highlighted by a recent survey by Will Hine's Research Committee. Findings showed that twenty-five percent of respondents indicated some involvement in graduate education. I, therefore, am appointing an ad hoc interest Committee on Graduate Education for 1988-89 with Sheila Caskey as chair.

The purpose of this ad hoc committee will be to:

1. explore the interest among ACHE members for a permanent Board-sanctioned Committee on Graduate Education;

2. share ideas about graduate program development, faculty, marketing, administration and their relationship to continuing higher education;

3. report its findings and recommendations at the 1989 meeting in Charleston;

4. if appropriate, recommend to the Program Committee a program component for the 1989 meeting;

5. help stimulate interest in research within the organization and encourage use of the Research Committee's findings.

I have invited seven ACHE members to join this committee. If you are responsible in some way for graduate education and wish to be involved with this committee, see me during the week.

Now, to the theme and the 1989 Annual Meeting in Charleston, South Carolina. Mark the Dates of November 12-15 indelibly in your mind. If you have never been to Charleston, don't miss it. If you have, I know you'll want to go back. The place is wonderful and the program should be a good one. The idea for the 1989 theme emerged from two sources, Harold Hodgkinson's monograph "All One System" and the Hudson Institute's Workforce 2000: Work and Workers for the Twenty-First Century. You will recall that Denis Doyle's presentation last year was based on the latter work and we have heard Hodgkinson several times. I can still see his closing transparency in my mind. "Today, seventeen workers support each Social Security recipient. In the year 2015, it will be three workers and one of them will be a minority." (You should, by the way, read Larry Martel's excellent article in the recent Journal of Continuing Higher Education. He recounts some of the same themes.)

The publisher of "Teacher Eduation Reports," in a recent commentary, puts it this way:

> A new crisis is brewing in American education. This one has to do with whether or not the system will be able to produce enough people competent to meet the job demands of the 21st century. It goes hand-in-hand with the recent "Children at Risk" crisis since today's children are tomorrow's workers. The focus is on the fact that jobs in America will increasingly be filled by minorities and women who will have to be more educated than today's workers.
>
> The statistics causing much concern include:
>
> - Between now and the year 2000, about 80 percent of new workers will be women and minorities.
>
> - The fastest growing occupations will be those that require the most educational preparation beyond high school.
>
> - Yet, a fifth of the nation's children are "at risk" of dropping out. They are disproportionately minority and poor.

There seems to be a conflict here. The jobs will require postsecondary education. Yet those "at risk" are dropping out. Where do individual adults who want higher learning and career purposes usually turn? Continuing Higher Education. Yet, are our institutions, our programs ready for this clientele? Let me tell you what we are up against:

- National educational statistics actually show the proportion of minorities in higher education is declining, since a peak occurred in 1976. This is in spite of increases in the number and percentages of minorities completing high school. Just this week, the Chronicle reported the first rise in years.

- Headline, USA Today. . ."Study Says Schools Not Aiding Immigrants." Public schools are flunking in educating immigrants, says a study released Wednesday.

- Headline, Fort Lauderdale Sun Sentinel. . ."Hispanics Trailing Others in Access to Higher Education."

- Headline, Fort Lauderdale News. . ."Group Says Asian Students Are Ignored." Pointing to Broward County's ever-growing Asian population, members of the Asian American Federation on Friday implored school board officials to become more sensitive to the needs of Asian children in the County's public schools.

- Headline, The Chronicle of Higher Education. . ."China and U.S. Express Concerns Over Return of Exchange Students." Concerns about whether Chinese students and scholars return home after coming to the United States under educational exchange programs have been expressed in a joint U.S.-China statement following discussions here between representatives of the two governments.

- Headline, USA Today. . ."Most of Us Flunk Basic Geography." Seventy-five percent of USA adults can't locate the Persian Gulf on a map, and forty-five percent don't know where Central America is, reveals a survey out Wednesday.

- Headline, USA Today. . ."U.S. Selling Off Real Wealth." Foreign interests are gobbling up USA properties and investments faster than ever.

  A study released Wednesday says foreigners' holdings have tripled since 1980 to reach $1.5 trillion. Foreigners now own:

  > 20 percent of prime commercial real estate in New York City, including all or part of the Tiffany Building and the Exxon Building.

> Among other foreign-owned landmarks: Washington's Watergate complex, the building housing the Department of Justice, Arco Plaza in Los Angeles.

It would appear that the multi-cultural and multi-national society foreseen by Harold Hodgkinson and Denis Doyle is approaching rather quickly (when a colleague of mine at Miami-Dade Community College reaches me by phone, he says "Havana calling.")

What are some of the public reactions?

- Headline, USA Today. . ."Rhode Island." Elmer Chipparoni, chairman of the North Kingstown GOP Town Committee, resigned under pressure from party leaders outraged over his racist views. He said that USA was committing "genetic and cultural suicide" by letting in too many Blacks, Hispanics, Asians.
- My wife, Pamm, has just reactivated her real estate sales career in South Florida. The other day three women to whom she was showing a property asked "Are there any Blacks here?" She politely pointed out that she couldn't answer that question according to Federal anti-discrimination laws. (I would probably have said, "If there aren't, there will be.")

- My new state of Florida has a referendum on the November ballot asking, "Should English be declared the official language of the State of Florida?"

I suggest to you that we are facing unsettling and challenging times over complex issues. What should be the role of continuing higher education:

- in dealing with the training and education needs of a "different" and less well-prepared population?;

- in addressing the educational needs for multi-cultural understanding in the majority population bewildered by rapid and fundamental change?

I submit to you that continuing higher education should provide this leadership to our institutions as we did during the influx of adults in the last fifteen years. Recall for a moment Hal Salisbury's speech last year in which he shared with us the story of the star thrower who went along the surf tossing "beached starfish" back in to give them a second chance. Continuing educators have always been good with "beached starfish." Now the stakes are high and the job tougher.

So, Nancy Gadbow, Paula Peinovich and I came up with next year's theme to challenge you to do some serious thinking about our role in this. You have the theme and its description in your packets on the "Call for Papers." Take it out and look at it. "Education for a Multi-cultural Society: Continuing Higher Education and a New Age Agenda." Review the descriptive paragraph that Paula wrote.

I have asked the Program Committee to be creative and take a broad construction about this theme. I think we will have some program components on:

- jobs and the workforce;
- training and human resources development;
- international and multi-cultural programs;
- the world economy;
- geographic education;
- successes in reaching the at-risk population;
- issues and answers about colleges' readiness to address these problems;
- and the like.

I encourage you to submit to the "Call for Papers" or recommend good speakers. Nancy, please stand up.

I would like to point out that my unit at Nova has recently announced its 1989 Summer Institute theme: "Preparing the Workplace for 2001: Educating the At-Risk Student," and the National Alliance of Business recently held its annual conference and exposition in New Orleans called: "Workforce America: Building Tomorrow's Alliances." This topic is hot right now. Work with us to make this theme become a programming success.

I have been talking about how the Association's 1989 theme and the annual meeting can help us as individuals representing institutions come to grips with a new challenge. But, have we, as an Association, done enough to ensure that our membership is broadly based to operate effectively in a multi-cultural, multi-racial service environment? To paraphrase that question to my real estate agent wife, "Shouldn't we have some (more) Blacks here?. . .and Hispanics, and Asians? What are we missing as an Association when we have so few historically Black colleges and universities represented among our institutional members? What are we missing as individual professionals when we do not have a regular opportunity to interact with fellow professionals in our Association who may have a different native language and who may have insights and expertise about service to the "at-risk" population. Those of us, over the years, who have relished the annual meeting for providing the opportunity to visit a Montreal, a New Orleans, a Dallas, a Philadelphia, a Toronto, an Atlanta (or a Salt Lake City) did so with the full realization of the cultural and historic excitement and enlightenment provided by the setting. My sense is that the Association will be stronger and our program richer if we can broaden the constituencies of our membership as well.

I am, therefore, establishing a second ad hoc committee for 1988-89, this one in service to the Association. I am calling it the Committee on Minority and Immigrant Affairs. It will be chaired by Dr. Ronald D. Ray of South Carolina State College. I have invited eight ACHE colleagues (Black, White, and Hispanic) to serve with him. Others are welcome.

The committee's purpose will be four-fold:

1. to determine why ACHE has a relatively low percentage of Black, Hispanic, Asian and Native American members (institutional and professional);
2. to make such recommendations as appropriate and practicable to the Board of Directors to address the problem;
3. to develop an action plan to invite and encourage Black, Hispanic, Asian, and Native American professionals in higher education to attend the 1989 meeting (with its "multi-cultural society" theme);
4. regarding the 1989 meeting, to:
    a. make a report of its findings and recommendations to Board and the membership in Charleston, South Carolina;
    b. develop and recommend to the Program and/or Local Arrangements Committees for 1989 a program component (concurrent sessions, workshop or entertainment) that would relate to the conference theme and advance the cause of "minority and immigrant affairs" in the Association.

I have come to the end of my report to you, my colleagues and friends. i think this Association has been on the right track. It certainly has been both a stimulation and home to me for the past twenty-one years.

We are poised to enter our second half-century of service with a strong, proud history of accomplishment and a passion for the action to come. it is time to move ahead. Join with me, please. For as Will Rogers said so well, "Even if you are on the right track, you will get run over if you just sit there." Have a great meeting and be sure to see some of Salt Lake City.

A CHALLENGE FOR THE 90'S: INCREASED EDUCATIONAL OPPORTUNITIES FOR ADULTS

Speaker: Jacquelyn A. Mattfeld
Provost and Executive Vice President
Lewis and Clark College and Law School

Moderator: Jan Jackson, Assistant Dean
Office of Extended Education
California State University, San Bernardino

Recorder: Abbie F. Smith, Dean
Continuing Education
College of Charleston

Throughout the 20th century, both private and public higher education institutions have addressed the issues of flexible admission, financial aid and course scheduling for adult students. Many colleges and universities have wrestled with the dilemma of either expanding or limiting nontraditional student enrollments in proportion to increasing and decreasing levels of traditional age enrollments. It is our responsibility, as adult educators, to maintain public and private awareness for adult education opportunities, and to create an atmosphere which supports unlimited potential for the continuing education of our citizens.

These thoughts, presented with quiet eloquence by Dr. Mattfeld, were the focus of this general session. Unfortunately, because of the poor audio recording of the session and the unavailability of a written manuscript, this session could not be reproduced. The editor regrets this situation, with apologies to our distinguished speaker and the readership of this publication.

FUTURE DIRECTIONS FOR ADULT CONTINUING EDUCATION

Speaker: Alan B. Knox, Professor
Adult Education
University of Wisconsin

Presiding: Scott Evenbeck, Director
Division of Continuing Studies
Indiana University

Recorder: Nancy Gadbow, Chair
Adult Education
Syracuse University

It's great to be here in Salt Lake City, although usually it's wintertime when I get to go ski the powder. I'm pleased to be with you to help celebrate our fiftieth anniversary and to explore future directions for adult and continuing education. It's been several years since I've met with you. I think the last time that I spoke to this group was at your Boston meeting. There are many old friends here, and a chance to visit with them is more like a reunion than attending a meeting--a chance to reminisce.

When I first became active in this association, I think we were celebrating the fifteenth anniversary of the association. I was working with Alex Charters at Syracuse. It was before Frank Funk joined the staff there. And Paul McGee was at New York University and John Dyer in New Orleans and Cy Houle in Chicago. And this association had taken the initiative to get funded from the Fund for Adult Education, the Center for the Study of Liberal Education for Adults. It seems to me that the need for that center and the contribution that it made is even more urgent today than it was at that time. And I spent a little bit of time there on the staff, thanks to arrangements that Alex helped make, between the time that I left Syracuse University and joined the University of Nebraska. During that period of time I was institutional representative for Nebraska to this association. During the last part of that Syracuse experience, and while I was at Nebraska, I chaired the Research Committee here, which indicated my tendency to stray from administration even back then.

In an early conversation with Cy Houle, he indicated that what inspired him most about this field was not so much its past glories or its current challenges, but what the field can become--the prospects, the opportunities for the future. As tempting as it is to reminisce and reflect on the past, the past is prologue after all, and the topic, I remember, is the future. And so we'll turn to that.

The use of ideas about future directions for continuing education is in large part the strength of the leadership that we can provide on behalf of the field in our own institutions. There are lots of attractive ideas and topics relevant to leadership. You've come across the items that I've listed--some of them on that little handout: Burns' book on leadership, Peters and Waterman's on excellence, Bennis and Namus' on leaders, Keller's on academic strategy, and Bob Simerly's recent book on strategic planning and leadership in continuing higher education. There are memorable phrases also, as you read through those materials. You've been told that leaders are people who do the right things, as well as do things right, and know why as well as know how, and most of all, have a vision to help transform intent to reality. If I were to provide an executive summary for you--and I think that most are used to not reading whole articles or chapters or something, but reviewing an executive summary--let me give you an executive summary of what is to come.

It seems to me that it would be helpful for me to illustrate the sort of relationship between a program and something of the future directions and broader perspectives on societal influences on that program, and then to spend a little bit of time touching on two aspects that will help to strengthen our leadership.

One is a **future orientation** and the second is awareness of some of the **societal influences**, external influences that so greatly affect our programs. For each of those aspects I will share a few ideas, an example, some implications for what we do, and conclude with some implications for your planning and decision making.

There are a few fairly fundamental ideas. Again, I've tried to highlight some of those on that handout for you. One is the notion of **stakeholders**, people who have a stake in the success of your program. We're all well aware of the internal stakeholders, the potential participants in our programs and the students who benefit from them. Alex Haley was trying to encourage you to share their stories with the broader public. You are well aware of the people who teach for you, who help to plan and conduct your programs. They have a stake, their satisfaction with what you do. The people who perform best are very important and you can't neglect them either.

There are other stakeholders who are within your own staff and within your own institution, but as Mitroff and other people have pointed out in recent years, there is a larger range of external stakeholders, people who have a stake in your program or people who should have a stake in your program. They may be elsewhere--in the policymaking positions within your own institution, even the governing board. They may be connected with other providers of educational programs for adults. They may be connected with employers, or government, or philanthropic foundations. They are the people whose support and assistance you seek, and it's more likely that it will be forthcoming if they recognize that they have a stake in the future of your program. And so I'm trying to suggest that broader range of internal and external stakeholders, and much of what you do as leaders is to win and maintain their support.

There are some other ideas. Another one has to do with the extent to which you can encourage their contribution, because they see benefits from making that contribution. It helps to further something that they care about. In your leadership roles, you deal not only with change but stability. Because you know very well that your ability to promote effective change within your program depends on the stability that comes from certain support and ground rules that can help you to function in some fashion. And you're concerned with the legacy of the past and the conditions of the present and the prospects of the future. You can't just be concerned about what's happening there in the future. But I want to focus on some of the future-oriented and broader societal factors that are important in strengthening your leadership of adult and continuing education.

Let me begin with an example--an example of a distance education education office of a midwest university. One of the influences on how that program functions has to do with the university policies and resource allocations. And the degree of subsidy that is available for that program in contrast with other parts of that university is one measure of that subsidy. Also, the extent to which the courses that are part of that distance education program for adults apply to the regular academic programs in the institution reflects some of the policies of that institution--but that's an influence. Another influence has to do more directly with the faculty--the faculty from your university, in this instance that particular university, plus the adjuncts or other people who help to plan and conduct those distant education courses. There are incentives obviously. Those incentives might be release time in some instances. It might be an honorarium or pay that they receive for developing a course or teaching a course. But there are other incentives. Just let me mention one. Incentives if they encourage participation, or disincentives if they do not. Technology--you've heard a fair amount about it in the last few days--is one of those that seems particularly applicable to distance education. It's the way in which that technology, educational technology, is organized at that institution,--an incentive or disincentive. Is it an attractive opportunity to get involved in some of the hardware or software and arrangements that are there, or is it a hassle--something that gets in the way of what that faculty member mainly wants to do?

One of the interesting features from some of the experiences that I'll be sharing, is the nature of technology and the use of educational technology. It can be a vehicle for staff development, for faculty development, to help people who are teaching for you to give attention to some of the things that are their more private and internal concerns, usually in the typical classroom situation. But once you have to have technology and delivery systems and other people in the act, there's a chance to raise questions about the effectiveness of that instruction and ways in which it might be improved--their influences on the learners, the potential participants in those programs. And one of them clearly--as Alex Haley's request regarding the benefits, the costs and benefits, the casual relationships and so on--has to do with how those potential participants in those education programs perceive those benefits. And some of them are very specific, where updating on topics they want to know about are seen as the main benefit. But for some people, it's an opportunity to achieve a sort of generalized further higher level of education, to complete an undergraduate degree or a graduate degree through distance education and it isn't so much the specifics of need to know now as preparation, a plateau for where they would like to proceed from that.

Also in terms of influences on their decisions to participate in a distance education program, the comparisons that they make with alternative programs, because distance education not only allows you and your institution to reach people at a distance, but allows people at a distance in other states to reach some of those people who are in your service area. So the comparisons there in terms of cost and benefit to those learners end up being an influence on how they evaluate the opportunity you're presenting. Or one other, the question of costs, not only the question of subsidy, that may be provided for that distance education program, through the university budget, but the business and industry and government and military--those other enterprises in which people work also have policies of one sort or another for reimbursement. And that may influence the cost from their standpoint. Technology itself and the extent to which having an educational telephone network or some other arrangement that saves them the travel costs and time weighs into their budget, even though it may not be figured in terms of your budget in deciding on that format to offer the course. And the concern for cost reflects another consideration that is how satisfactory the economy is, that comes out of many of the efforts to understand societal influences on educational programs for adults. One of the influences of the state of economy, in addition to how it affects your budget in your institution one way or another, has to do with how it affects the employers and their reimbursement policies and opportunities for advancement. This helps to point out why it's in our interest, when federal policies regarding taxing educational benefits that employers provide for their employees and it is not just a matter of concern for the people in the American Society for Training and Development. We have interest in trying to support their efforts of having a more reasonable policy.

I hope this example shows at least a few of the influences that affect programs that we will be talking about during the next half an hour or so and some of the ways in which leaders can address such influences.

The first of my two topics, then, or subtopics, has to do with a **future orientation.** I will comment on some basic ideas there, talk about some procedures and examples to do something about that, and some societal trends.

One of the facts of life that you're all well aware of is how much rapid change forces you to try to cope with the turbulent conditions that result. And those changes are all too well known--obsolescence that affects not only the content that you teach, but the participants in their sense of mastery and interest in further education, change affecting budgets, and the state of the economy as I've mentioned before. The difference between having things go relatively well in terms of budget support and an austerity budget for the next year or two is enough to conjure up a visceral reaction that I don't need to elaborate on.

Political changes that occur in terms of legislation and new programs have implication for program development and can influence some of the decisions you make. One of the major sources of dealing with, in a responsive and a flexible way, those changes is having options, of thinking about what you're doing in terms of what audiences you're serving and sources of financial support and co-sponsors. Your flexibility is in part measured by the options you have. If you only have one or two and that's damaged in some way, you're in a pickle. But if you have three or four, if you diversify or have a plan A, plan B, plan C, you have some sort of fallback position. So part of what I'm talking about in terms of looking to the future and taking into account societal influences is broadening the range of options that you have to increase your flexibility and responsiveness to the changes that are in some instances thrust upon you.

Leaders, Bennis said in his book of that same title, draw from many sources and select ideas that are easily understandable and energizing visions that help to create the future. There's a lot flowing around out there. There's much information and people who are effective leaders and are able to extract from that all of those ideas and possibilities--those that are easily understood and energizing to help other people to capture that vision. That helps you to some degree to create the future as it occurs.

One of the facts of life in higher education as J.B. Hefferlin and associates demonstrated a number of years ago, is that most of the major changes that have affected higher education in this country over the decades have come from outside of the institution. They have been external changes. Much as you keep talking about planning initiatives, and what you want to do and seizing targets of opportunity, most of the changes that have affected higher education have been forced upon higher education from the outside, rather than being initiated internally.

So, if there are then trends and changes that are occurring, you want to be on top of them so you're providing leadership. What are some procedures to try to understand some of those relevant trends? Let me use a second example then from a southeastern university in this country who had started a few years ago using environmental scanning and futures forecasting as a systematic effort within their continuing education division. I'll say now and I will say at the end of this overview of this example, this is something that you can do on any scale. It doesn't require committing yourself to such an inordinate expenditure of time and money that you can't justify sustaining it very long. And in recognition of that, there was a planning stage there that included first making sure that there was an administrative commitment within the university, within the continuing education folks and within the central administration of the university--the fact that this was a good idea. Because if that didn't make sense, it wasn't a good idea to proceed. Trying to take into account emerging trends depends upon having clearly in mind the purpose of doing that environmental scanning and mission of the institution, because both of those are basic, so you won't get lost in all the detail.

Then people from throughout that continuing education staff were given the opportunity to volunteer to get involved. No one was forced to, but people throughout that staff in any position could get involved in that effort. There was an orientation workshop that was designed to describe what was entailed in that scanning process and give people not only an overview of the ideas, but a chance to practice for an hour or so what they would actually be doing if they signed up for this and decided to go with it. Also, one person was clearly designated as a coordinator to keep track of this, as part of his or her job and to make sure, above all, that people who were working along with that process were helped and recognized for doing so and weren't just sent out to do this and forgotten.

Part of the environmental scanning process had to do with the development of a taxonomy that fit their situation and the choice of trends and information they wanted to monitor. Because there is so much out there, you have to be selective. They decided on four types of trends: social trends, technological trends, economic trends, political trends. STEP is the acronym so you can take one step at a time into the future--a little mnemonic to help you remember: social, technological, economic, and political trends. And in each instance, not only trying to take into account what the trends have been, particularly the forecast for the future--indications in the publications and sources that were being consulted of what was projected to be likely in the coming years. Then, each person who agreed to participate in this on a very, very part time basis along with their regular responsibilities would serve as scanners of specific media. And they would agree--all right that's one or two or three publications, whatever the case may be, every time it comes out, I will get a copy, I'll skim through and I'll look for material that's relevant. I'll be particularly interested in trends and events that are important for us to take into account, not all the background descriptive information, but trends and events. And then I'll prepare a one page, no longer, abstract that includes at the bottom of the page, some implications for that continuing educational program.

Three times a year, then, all those reviews will be pulled together, and a smaller group of those who had been doing that scanning will sit down and go through those abstracts and try to answer the question--so what? What does this mean? The same thing that Nesbitt did when he put together Megatrends, the same basic process. And out of that to try to focus on a manageable number of themes that are coming from those sources and as a result of those abstracts. And six to ten seemed to be a reasonable range and they have a consultant working with them to help them set this up so it would work smoothly. And then, once the information about those themes were extracted, using the analysis procedures that seemed best under the circumstances, nominal due process, delphi, or futures forecasting or whatever, they made sure that they documented the actions that were taken to try to use those summaries--to give it to people at conferences or media or off-campus credit courses or whatever part of the program. And to make sure that there was feedback to the people that were doing the scanning about what was done to that effort, so they have some sense that they were making a contribution to something and not wasting their time preparing all those dumb abstracts. Again my point, as at the beginning, they decided a certain level of effort that they believed was cost effective for that environmental scanning for them in that situation. But what they did could be done at twice that level of effort, in terms of more people and more sources. It could be done at half that effort; it could have been done at one-tenth that effort if the interest and the commitment was here. I say that because it's so easy to look at all the things you're usually doing and to decide who needs that extra burden, thinking that it has to be done at a certain level of effort and can't be done at a lesser one.

Let me turn then to some of the trends that I see. I will comment briefly on a trend and some subtrends and then mention some of the implications that I think that trend has for us. One of the ones that you know very well is the rising average level of formal education for the adult population. Level of formal education has about the highest demographic characteristic, the highest association with rates of participation in adult and continuing education programs. And so that clearly is good news, as well as the projections regarding individual adults who might be participating in your program. The extent of change that is occurring in people's lives--in work, in family, in the community is important for us. That accelerating rate of change that you get bombarded with every time you pick up a newspaper or a magazine or go to meetings such as this one, has direct implications because there is an increasing use of educational activities by adults, as a way of trying to deal with that increasing rate of change.

Also, as both of these trends are occurring, more of the friends and associates of each individual are likely to be involved in some sort of adult and continuing education activity, not only at your institution but some place else in the community. The benefit is that it provides a source of encouragement for adult learners. Sometimes you go together, sometimes you have somebody to talk with, and sometimes just the word-of-mouth from other people who have been very satisfied with an activity helps to reinforce what is the basis of all your marketing efforts. It's word-of-mouth from satisfied customers. What you do by way of formal marketing efforts is to stimulate and build on that. But that's the fundamental way of encouraging further participation. And as there are more people in the act that's good news.

There's a down side to that. And that is, as I mentioned before, the rates of participation in educational activities for adults in this country are so highly associated with level of formal education, like five percent, one out of every twenty for those adults with the least level of education. It gets up to a third or a quarter for people who have had some college and for people who have a master's degree or more, it's fifty percent--one out of every two. And so the result of what we're all doing collectively, not only in people here, but people in all parts of the field of adult and continuing education, is providing a factor of ten of the rates of participation, 5 percent of the people at the bottom, fifty percent each year for people at the top. We're helping to widen that gap between the haves and the have nots, at an alarming rate. And one of the points I want to come to in just a few minutes that other countries have addressed more directly than we have is the issue of equity. And I know you've heard something about that this week, in terms of minorities and equity and so on. That has direct implications for how we view our future and the leadership that is provided regarding that future.

What I've said so far pertains to a sort of individual orientation. There are some population trends, as well, that deal with what's happening demographically. The Hudson Institute's Workforce 2000 report, that many of you are well aware of, and the February, 1988 issue of American Demographics each provide projections between now and the turn of the century. And if you ever want to be heartened by where this field has to go, between now and the year 2000 and beyond, just read through the highlights that are there. They give you wonderful ammunition for people who aren't too sure that we haven't peaked or we've done all we can do, and so on. One aspect of what's happening to the population, in terms of that bulge of the population that's moving through adulthood right now and the smaller numbers of young people, young adults coming into the adult population, is not only the slowing of population growth and the larger number of older adults in the society, but also the slowing of the number of people who are available to work. And so the problems that we've been struggling with since World War II, the end of World War II, of having an over-supply of people and unemployment and trying to deal with educational activities for them, is going to be turned around increasingly in the next few years where the problem is going to be the under-supply. How can we get more people who are older to come back into the workforce? How can we get more people who are younger educated and trained so that they can do the jobs that are left over? Because the people who are leftover and the jobs that are leftover tend not to match up very well. And both of those reports have pointed out that the levels of income for the adult population are increasingly going to be related to two factors: one is educational level and the second is family status. And so one of the main incentives then for participating in educational activities is that increasingly direct relationship between the level of education and income.

Furthermore, the projections are that the majority of the jobs that are going to be available, the new jobs that are going to be available between now and the turn of the century, are going to require post-secondary education, not necessarily a college degree. Eighty percent of them will not require that people have completed a four-year baccalaurate degree, but some post-secondary education. Now think of that--most of the jobs requiring post secondary education. Now compare that with the demographics as far as the workforce is concerned, and the problems, particularly for minorities, in competing for those job opportunities, are starkly apparent.

The American Society for Training and Development reflects one of the major efforts in this country. And as many of you know, the combined budget of all of employers in the country of all sorts--business, industry, government, military and so on--for education and training is more than 200 billion dollars a year. It's equivalent to the total aggregate budget of all of elementary and secondary and higher education combined--to give you some sense of that. But there is another factor that seems to me as particularly important for people in this room, and that is, almost all that effort is for organizations that have 500 employees or more. And as you go above that threshold of 500 employees or more, you have extensive educational opportunities, not only in-house, but educational assistance for people to attend your programs. As your drop down from 500 to about 50, you have less and less program support for those folks and below 50 employees, it is pretty dismal in terms of educational assistance. And furthermore, a major chunk of the new jobs between now and the turn of the century are going to come from small businesses that are under 50 people. And so, there are direct implications for the opportunities that exist.

A third type of trend--the first was dealing with some of the individual experiences, the second some of the population trends as they relate to what's happening in people's lives and the stimulation and support and encouragement to continue their education. The third is a bit different. It has to do with values. I'll just pick one example.

Some of you I'm sure have read, Robert Bellah and associates' Habits of the Heart, which deals in a more provocative way than anything since David Riesman's A Lonely Crowd, a generation ago, with a careful view of what's happening in American society. He charts the relative balance of the emphasis between individualism, on the one hand, and a sense of community and interdependence, and something of the changing nature of our society, in that regard, and the inadequacy of the overemphasis that's more extreme than virtually any place in the history of the world on individualism and on separateness of each individual.

Ralph Dahrendorf, in his work on life chances, provides some interesting elaboration on that in dealing with the extent to which people, particularly in Europe and in North America, think about life chances in terms of choice and options, as I've mentioned before. But almost everybody else throughout the world, tends to think in terms of interdependence--what Dahrendorf refers to as "ligatures"--interconnections with other people, that sense of family, extended family, the small community, and how much life chances depend upon not only the choices that individuals have, but that sense of interdependence.

A number of shifts are occurring: more older people in U.S. society, women moving into more powerful positions within work, in government, (and the values that that women tend to bring to interpersonal relations), and greater numbers among minorities for whom the family, the extended family, is a very important part of their sense of who they are. A number of these shifts are forcing us, happily, to relook at extreme individualism, extreme concern for competitive achievement by individuals, and look more seriously at--what the Japanese and other people have taken for granted--and that is that sense of collective effort, that sense of community, that caravan of people who move along with you through life and are an important part of who you are. And that has implications for our continuing education efforts that address that sense of community. I think that's not the sort of thing that's going to bubble up in the normal way of thinking about continuing education programs, where you're addressing the individual courses and so on, that are related to work.

A fourth trend has to do with the field itself to some degree, and the multiple segments of this field. Roger is well aware in his contact with the Coalition of Adult Education Organizations--and many of you belong to one or more of the other associations in the field--that there are four or five dozen associations, national associations in this country that are centrally concerned with some aspect of educational activities for adults. And this reflects the enormous pluralism, the diversity that occurs in our field. And part of that fragmentation is very understandable, but first loyalty of people who are in adult religious education tends to be to religious institutions, for people in the ASTD it has to do with the enterprises, for people in continuing education it has to do with higher education institutions--the ACJC or this association or NUCEA, and so it goes. That's understandable. But I am impressed with the extent to which people are discovering not only the interdependence of individual adult learners in your programs, but the interdependence among us who are concerned with educational programs for adults. And there are some instances in which the teaming up with other parts of the field to address issues that affect us both, are more likely to be successful if we work together than to try to go it alone. One very simple illustration-- and I've been pleased in the last few years in the way in which that has developed--is National Adult and Continuing Education Week, an opportunity in Washington and in local communities throughout the country to have a week when the governor signs a proclamation, you get a little bit of news value there, and you have people involved throughout the community, from every segment of life, people who are concerned with agriculture, military service, religion, prisons, hospitals and health, literacy, continuing professional education. It is impossible to think of a segment of the community where there isn't somebody out there who is working very hard to make adult continuing education stronger, more effective, serving some segment of that adult population. Collectively, the ability to say to people who are in the general public, especially in relation to educational brokering and regional learning service and efforts to get people's attention where they're not sure where they go, to say to policymakers in terms of legislation and support and the like, this is an important part of what makes our society function, this is not a cost of doing business, this is an investment in human resources and human potential. And to the extent to which we address that, we are making the best investment we can in all the other objectives that we see as so important in our agenda, public and private.

And in instances such as that, the values of collaboration don't cost you very much and the benefits that come back in terms of reaching some people you'd like to reach, about your program, its visibility, its distinctive contribution, can be very great indeed.

Which leads me to the fifth trend I would like to mention briefly. And that is the importance of support from those external stakeholders that I mentioned before, particularly policy and financial support. During the last 35 years, I guess, since my first--in those days it was AUEC I guess--meeting, adult and continuing education has been moving from the margin and the periphery of people's consciousness and concern, not only in higher education but elsewhere, to center stage. And it's become increasingly clear, how important it is to interpret what it's all about to people who are key positions in your institutions and throughout the community and service area. And my catch phrase for the importance of developing leadership on behalf of continuing education--not only your leadership of continuing education, but leadership on behalf of continuing education by people who are in the central administration, the policy board of your institution, people who are in key positions in business, in labor unions, in government, in voluntary associations, professional trade associations and the like, so that they see that. In this morning's paper, the U.S.A. Today, there's an article about flight controllers and the provision of continuing education of flight controllers as one part of dealing with that. In almost every piece of important national and state legislation, I would submit, there is a piece of that that relates to continuing education. And some of it relates to what you do and some of it relates to other parts of the field, maybe literacy or something. And so one of the problems that policy leaders have had in the past is that what adult and continuing education was, seemed to be sort of in the minds of professors of adult and continuing education, but didn't really exist out there. And what is increasingly apparent is that with the fragmentation that I mentioned before and all the benefits of that pluralism our field has, it's very confusing to people who are not directly involved. And so one of the main challenges is, how can you make more clear what that effort is all about, so that those policymakers will be in the position to help?

The second other something that I want to deal with has to do with some of those broader societal influences. Just let me start with a few basic ideas. We all understand very well how much our continuing education programs are affected by social, economic, and political influences. But we tend to take many of those influences for granted. It's the way that it is. This is our economic, social, political system that you've grown up in and in the same way that a fish thinks about water--it just swims in it. So it's part of the water that we swim in and we don't examine it, we don't analyze it, we don't see it as a variable. And the task is to go from a novice to an expert perspective. A novice in almost any field, adult workers in your program, tend to think in sort of simple linear terms. You do this, and it leads to this, and do this and it leads to this, and so on. But expert problem solvers do their problem solving in quite different ways and they tend to deal with the complexity of the situation in a more organized and integrated fashion. They are able to look at things in several different ways and take means and ends into account. And if something isn't working from one perspective, they can step back and say--"maybe I can approach this in a different way and see a patterned way to deal with that particular problem." Part of the problem, quite frankly, in dealing with societal influences on our programs is that there are so many complex societal influences, you don't know where to start. And the main task is, how do you select? And I tried to illustrate from the environmental scanning example before, from the University of Georgia, one way to do that--how to focus on a manageable number of what you're going to pay attention to. But being aware of what influences have been influential on other programs like your own elsewhere in this country or outside can be a way of alerting you to some of the promising policy and planning questions you can ask about your own situation. And so, an international comparative perspective helps you to think globally as you act locally and helps you to take into account what's occurring elsewhere.

Let me give you a couple of examples from a recent study in which we've been engaged with people in about 30 countries around the world, examining various types of educational programs for adults in those settings and some key descriptions that were prepared and a literature review of some of the writings on those topics that led to some of the things that I'm going to say now--particularly focusing on distance education programs by higher education institutions in the United States, Canada, West Germany, Norway, Sweden, China and Nigeria. One that is very clear is that technology in all of those countries not only creates social change but provides a resource for distance education, the delivery of distance education. From the participant standpoint, in such distance education programs, benefits to them are very important, not only evidence of benefits but their beliefs about the likely benefits that would occur. And those benefits tend to relate very much to their role performance, but also to some degree to the convenience that distance education provides in reducing some barriers of time and place. Now for those adults in any one of those societies who had some educational background and some experience with the technology that relates to distance education, this can be an attractive benefit, such as I mentioned before for faculty who are teaching at the University of Indiana's distance education program. But, for those adults without that experience and background, that same technology is a barrier and something that needs to be overcome, if you're going to get them involved with distance education efforts. As my example before indicated, educational technology can be a valuable influence on staff, particularly as providing leverage for helping people who help adults learn, to increase their proficiency. And probably the most widespread theme that's emerged from our visits through a number of countries, from the case descriptions, from the literature review, on all sorts of educational programs for adults in many countries, is the concern--how can we increase and improve the performance of people who are teaching the adults in our programs? That is the most universal issue that is confronted. As I suggested before, distance education procedures can be used as leverage to do something about that.

Collaboration represents another important influence, particularly for other providers who are going to be using some of that same educational technology. Many of you are familiar with education telephone networks. We take them for granted in Wisconsin, with many locations around the state where it's easy to have people go and sit down in a room, have a little microphone and a black bar they can push and so on. And if they want to participate in something, they can do it with people in two or five or 20 or all 80 locations around the state and not have to travel a great distance to do so. That's an educational utility, if you will. Most of you are familiar with the National University Telecommunications Network based in Stillwater. That's now in the process of trying to link up with a parallel system in Europe, as well. Once you have that sort of utility, it begs for collaboration. You can drop the unit cost by putting as much use across, just like the telephone company or any other utility.

Let me mention briefly an example from Canada in the province of British Columbia, where the knowledge network to the west was created through legislation and appropriations. Happily, they both worked together in this instance, to combine the preliminary efforts of three or four higher education institutions that were trying to develop their own efforts to teach at a distant and to relate to satellite dishes and uplinks and downlinks.

The policies that occur in various countries regarding funding support for distance education programs--and for all adult education programs-- vary a great deal, but they reflect the societal context in which they occur. In Sweden that context is one where there are widespread values regarding equity, in a mixed economic and political system to be sure, but fundamental commitment to equity and the role of continuing education as an instrument of social change to try to increase equity. And that's reflected in the fact that in most countries, including the United States, maybe one percent of the total education budget is spent for adult education. And, in Sweden, it's ten percent--ten times the level of governmental support for adult and continuing education here.

Now my conclusion regarding the second theme having to do with societal influences is that we can in manageable ways strengthen our strategic planning by giving attention to environmental scanning and forecasting and so on, taking into account something of the external relations involving stakeholders (internal and external) in that strategic planning process. So it has the benefits of planned change and increases the commitment and leadership that those external stakeholders can provide on behalf of continuing education.

There are a number of ways to increase support among those stakeholders. On the handout I suggested 14 ways to increase external support. The first four of these emerged from that international study that I just referred to. The first four occurred in countries of various sorts, in relations to all those range of stakeholders that were listed there, not just participants, not just instructors, not just administrators, not just people in educational institutions or enterprises or government and so on, but across that range, were extremely widespread. One was **values** and recognizing the importance of widely shared societal values and trying to discover those that are already in place. You're not going to do very much about most of them, but to provide part of the rationale for a particular program effort you want to take. The second one is the **conviction** that a particular issue or topic is now especially important, which can help to make the case for that relevance, that connection. The third has to do with **benefits**, not only the beliefs that anticipated benefits are there, but convincing evidence of those benefits, such as the human interest stories about our adult students that Alex Haley was referring to. The fourth **(cost/benefit)** is related--the sense of the relationship between cost and benefit. Because people's willingness to sign on and do something reflects not only that sense that it's going to be beneficial, but what's the cost going to be? I'm not just talking about the participants in your programs or the instructors; I'm talking about somebody in a private philanthropic foundation to whom you submit a proposal. I'm talking about somebody in a government office or an enterprise who sees the cost and the benefits from their standpoint.

Others on that list **(ways to increase external support)** are fairly self-evident. You see the match between the program and the particular segment of the population, the value of active participation by people who are in those different stakeholder groups to increase their sense of ownership. Other items include several important approaches: valuing other people's ideas and the contributions that they make and letting them know that that's the case, trying to reduce barriers to access, seeing the synergistic or complementary contribution that several different groups can make to the success of a program, recognizing the opportunities to use the new learnings that occur to some of the other stakeholders, noting the timeliness of aspects of your program in relation to events that are occurring in that area, and the linkages that include not only the learners, but also other people who are cooperating with you. And finally, in some instances the people were interested in the process itself; that was one of the values.

I would like to conclude with five implications, implications for you and your own leadership, implications for your institution, and implications for this association. And I put just catch phrases on the bottom of that same page (handout sheet) where it says, "Implications for Action: Transaction, Vision, Impact, Development, Future." Most efforts to define leadership deal with two components that are at the essence of what leadership is about. One is that you encourage people to agree on certain goals that they will see as important. And I've mentioned several times the importance of having a vision, a transforming vision, that takes into account something of the contextual influences and what they say about what is important to address, as well as the more internal concerns of individual learners and what makes sense to us within our programs. And that vision, that sense of what's important for the future, is one ingredient.

A second part of most definitions of leadership has to do with then encouraging people to make contributions to the achievement of those goals. And so the sense of transaction that I've tried to indicate so far in which you are providing some sort of linage for empowerment and support. Bennis refers to leaders as brokers between internal and external needs. Keller talks about internal and external aspects of strategic planning, Mitroff about stakeholders, internal and external, Havelock and other people about systemic linkage between resource systems and client systems, and Kotler and Simerly about internal and external marketing. Each one of those is dealing with the same fundamental idea, and that is how you draw that connection, how you win and maintain that cooperation with a variety of stakeholders. But I would like to add three more that tend not to be part of many efforts to define leadership.

The third, then, has to do with impact or benefit. The reason that those stakeholders are likely to contribute to your program is because they value the benefits to themselves, the benefits to other people they care about, other organizations that they care about. In the same way, if you are going to ask someone to fund your proposal, the main case that you need to make is how the accomplishment of that project will benefit something that they care about. That rationale applies to every one of those stakeholders. One of our problems in the past is that we've tended to think too narrowly about that sense of benefits and how we can deal with it. For example, we tend to think in literacy programs about each-one-teach-one rather than some sort of empowerment and consciousness raising or in agricultural programs about some sort of training and visit where you pass along information, instead of being concerned with comprehensive rural development. So I'm suggesting that a broader view of those benefits will help.

The fourth has to do with the point I made before regarding progress or development or learning--that the increased learning on the part of the staff, your full-time staff and the people who teach for you, is one of the rewards, one of the incentives for some of them to get involved. Bennis refers to this as the commonwealth of learning that ought to characterize an administrative style. And the important point here has to do with allocating resources for that purpose.

And the fifth and final one has to do with equity in the future. The strengthening of strategic planning and external support for continuing education are important, particularly for people who can provide leadership on behalf of continuing education, if we're to address the part of it that's not likely to include cost recovery. It's not likely to be part of the mainstream of the program, but represents part of your leadership regarding the question of equity. You can be an advocate in terms of national or state or institutional policy and can make a contribution, if not to the adult learners, then to the people who are teaching them, the volunteers, or the people who are providing administrative coordination for some program. There is some part of that question of equity that you can address, given even your resources.

So, in sum, I'm suggesting that you help to create the future and that, happily, the very continuing education activities that are your stock in trade are the means to do so, not only for the adult learners, but for all of those stakeholders. Thank you.

PART TWO:
CONCURRENT SESSIONS

THE PAST PERSISTENT: PROFILES OF NONTRADITIONAL WOMEN STUDENTS, 1900-1940

Presenter: Carolyn K. Geyer, Associate Academic Dean
Augustana College

Moderator: Abbie F. Smith, Dean
Continuing Education
College of Charleston

Recorder: Judith A. Fortune, Dean
Continuing Studies
Seattle Pacific University

The theme for this year's fiftieth annual meeting of ACHE is "In Retrospect and Looking Toward the Future." Continuing higher education has been a major force for change, and one which seeks to break down barriers and open doors to nontraditional learning groups.

A growing number of women are returning to college for a degree including businesswomen, single parents, community volunteers and women displaced from the farm. In working with these women students, it became apparent that what was missing in counseling these students was some sense of continuity with the past. This led to an exploration of nontraditional women in education in the past.

Although the trend to returning women has increased dramatically in the last two decades, there are notable examples of women in the first half of the twentieth century who rose above social and family pressures to attain further education.

Historical Background

The first colleges in America beginning in 1648 set the pattern for colleges for the next 125 years. Originally the major purposes for education was to train ministers and statesmen. The focus of higher education was on a classical curriculum with specific emphases on piety and intellect. Women in any level of education was essentially limited to the primary school prior to the American Revolution.

In the years following the Revolutionary War, higher education experienced an upsurge in growth. During the 1820s, finishing schools were established for women students, and in 1835 the first normal school began with the intent of creating a pool of teachers, primarily women, for America's burgeoning elementary schools. By the mid-1800s, private women's colleges and women's institutions were established not only to provide vocational skills such as teaching, but also to provide a more traditional, classical curriculum.

The first several generations of women in higher education were often older students led to seek degrees by personal circumstances of need or by a strong desire to make a difference in their world. Up to the 1920s the average age of women attending college remained in the mid- to late-20s. Even after the average age of most college women settled at 18 to 22 years in the 1940s and 1950s, older women students continued to attend college, often as a part-time student while working or raising a family.

Profiles

Fascinating profiles exist in newspaper accounts, literature, and historic records about these women's desire for and attainment of a college degree, often despite overwhelming obstacles.

Anna Howard Shaw began college when she was 26 years old and received her M.D. degree from Boston University at age 39. Another example is Bethalina Angleina Owen-Adair (1840-1926). Married at age 14, she left her husband, who beat her, at age 18 and took her child back home. Looking for some means of self-support, Bethalina returned to grammar school. After sending her son to the university, she began to pursue a medical career. Arranging to attend a medical school on the East coast, she found great disapproval and disgrace among her family and friends for taking this step. Eventually she became a doctor but found her practice limited to pediatrics and gynecology.

In South Dakota, many women taught school after a brief training in normal schools and then spent the next 20 years completing a baccalaureate degree, often when they were in their mid-50s or older. Other profiles are outlines in the books Famous American Women: A Biographical Dictionary From the Colonial Times to the Present edited by Robert McHenry (1983, Dover) and Women in the American Economy by Cynthia Taeuber, Current Population Report Series P-23, Special Studies #146 (1986, U.S. Government Printing Office).

Barriers to Higher Education

Ideas of the early 20th century which militated against women going to college underscored the importance of their persistence to be educated. Such ideas included the presumed mental inferiority of women and the notion that overstimulation of the mind was detrimental to a woman's health.

During the late 19th and early 20th centuries, roles were strongly defined for women. Women's roles were associated with home and the family. Although social reform grew out of the values of the home, higher education for women was considered unnecessary.

A second barrier to higher education for women revolved around the generally accepted notion that women were considered intellectually and physically inferior to men. Furthermore, a report from the Harvard Medical School in 1873 suggested that an individual's energy resources were allocated by the priorities set by gender. In men the brain and heart dominated while in women the reproductive organs maintained dominance. Thus, overstimulation of a woman's mind was considered to be detrimental to her mental and physical health and her ability to bear children.

The third reason women did not advance as quickly as men in higher education was the concept that women would eventually be homemakers and mothers. Why devote time, energy and money to higher education for women? Women received a double-edged message that they were to be useful but they also must be womanly. This produced the question--education for what? Two patterns emerged. Up to the 1920s women progressed from the daughter role to the wife and mother role. After the 1920s, a second pattern appeared. At this time women's role may include higher education following the daughter role. Often a significant interval followed college training during which the woman pursued an acceptable vocation such as teaching, nursing, or secretarial work; but upon marriage, she became full-time wife and mother. These patterns and ideas persist even today in many areas of our country.

Conclusions

In the decade of the 1930s, during which ACHE was begun, the rise of adult education gave legitimacy to more nontraditional forms of education. Evening courses became part of many institutions of higher education which provided more educational opportunities for women.

A study of nontraditional women students in the latter part of the 19th century and the first half of the twentieth reveals courage and underscores the achievements of those who pursued the seeming elusive goal of higher education. Many nontraditional women in higher education today are first generation college graduates. Women are beginning to stretch their career horizons. They are developing a sense of confidence as a result of examining the history of nontraditional women students. The story of the older than average student is an essential part of the history of women in higher education.

For more information on this session, contact Dr. Carolyn K. Geyer, Augustana College, 29th & Summit Aves., Sioux Falls, SD 57197; (605)336-4126.

FROM STATE TO COLLEGE TO CLASSROOM: A MULTIMEDIA APPROACH TO GENDER EQUITY AND MULTICULTURAL AWARENESS

Presenter: Mary Dean Dumais, Director
Educational Services
Kean College of New Jersey

Moderator: George Cisko, Dean
Continuing Education
Kean College of New Jersey

Recorder: Paul Sable, Dean
Center for Continuing Education
Albright College

The presentation was to give an overview of an all-college training program in gender equity and multicultural awareness with emphasis on implementation and in managing resistance.

The presenter began by indicating that the State of New Jersey decided that it needed a program of affirmative action awareness on a state-wide basis. This program was to be given to all state workers including construction people, administrators, clerical/office workers, staff people, professors, etc.

The goals for the program were developed by the State but primarily appeared to be modeled after a similar program at a large New Jersey pharmaceutical corporation. The state-wide program began with a training workshop for training master trainers. The presenter was selected to attend this workshop and be the development person at the college. The presenter would then return to Kean College, train other trainers and they, in turn, would conduct workshops to include every state employee at the college.

The program objectives were to:

1) communicate the state (college) commitment to equality for all employees;

2) allow employees to freely express their feeling about affirmative action;

3) help participants understand the reason for equal employment opportunity and affirmative action (EEO/AA);

4) provide a forum for open discussion of the issues of:

a) how affirmative action benefits all employees, and
b) what discrimination is and what it is not; and

5) emphasize the role all employers have to a commitment to equal employment opportunity and affirmative action.

At Kean College the program began with the president of the college writing to all employees indicating that, as part of the state efforts to raise the level of consciousness and awareness of EEO/AA, all persons must attend a one-day workshop.

The master trainer at the college developed a two-day workshop in order to train other trainers who, in turn, offered a one-day, very intensive workshop to all college employees.

The presenter indicated that one of the largest problems with the campus workshop was that there was much resistance to attending. A three-page handout with reasons why individuals could/should not attend was interesting/humorous and also provided an ice breaker when presented to the workshop participants. The college workshop consisted of small heterogeneous groups ranging from janitor to college professor. As a starting point, workshop participants were asked to complete an informal true or false questionnaire/quiz that would give indication of their knowledge of EEO/AA laws. This aided the trainers in their presentation by assessing the audience and providing areas to key in on.

The primary learning methodology in the workshops consisted of the playing of vignettes followed by discussion. The vignettes, which were produced by the Merck Corporation, were short and very interesting, and highlighted situations to arouse reaction and discussion. The vignette areas were discrimination, sexual harassment, reverse discrimination, special treatment, nontraditional roles, appraisals, and feedback. The workshop format was to obtain audience reaction to the vignettes and allowed the trainer to highlight and discuss specific areas.

The benefits of the workshop appeared to be that--from the discussions--the trainers were able to build an awareness of equal opportunity/affirmative action and were able to develop a higher consciousness among the participants of the benefits of equal employment opportunity and affirmative action, plus the proper handling of internal situations and complaints.

The presenter indicated that all but four people at the college attended the workshop and that all new employees also are required to attend such ongoing workshops. A successful follow-up program for faculty, consisting of additional vignettes on discrimination-type situations in the classroom, also was offered.

For more information on this session, contact Dr. Mary Dean Dumais, director, Bureau of Educational Services, Kean College of New Jersey, Union, NJ 07083.

A DEVELOPING MARKET FOR CONTINUING EDUCATION: THE RESERVE AND ON-BASE MILITARY EDUCATION

Presenters: David M. Watt, Associate Director
Military Training Service
State Technical Institute at Memphis

Frances Kelly, Special Assistant for Education
U.S. Navy

Moderator: William Lanier, Assistant Dean
University of Virginia

Recorder: Glenda Kuhl, Dean
Evening Division
La Salle University

Educational Services for Reserve Components

The reserve components are: Army National Guard, International Guard, Army Reserve, Navy Reserve, Marine Corps Reserve, Coast Guard Reserve. There are over 1.4 million poeple in the reserves at this time.

A. Educational services needed by reservists:

1. GED Preparation - Precise figures are not available, but 500,000 has been given as the number of reservists lacking a high school diploma. Whatever the exact figures, the number is considerable. Colleges that have a GED program would certainly find a good market.

2. Military Occupational Specialty Training (MOS) - "We'll teach anything as long as it's not illegal." Examples of specialty training that continuing education could provide would be: welding to hull technicians, engineering skills to engineer battalions, electronics and electricity to those in the Signal Corps.

3. College courses and degree programs - The U.S. Army wants all its officers to have a baccalaureate degree. All enlisted personnel--privates, PFC's, Spec. 4's and sergeants--must obtain a GED. The deadline date is October 1, 1989. These regulations apply to the reservists as well as to active duty personnel. Failure to meet these educational objectives could result in military personnel losing their relationship to the reserves. This could affect their retirement potential and other such items. Thus there is a lot of pressure for reservists to continue their education.

B. Funding available for educational services:

1. New G.I. Bill - This is the Montgomery Bill, sometimes referred to as Chapter 106. The funding from this source is generally enough to pay tuition and book costs for those attending at least half-time.

2. Army Continuing Education Bill (ACES) - Available only to reservists. It pays seventy-five percent of tuition. This can be used even if the reservist is taking only one course.

3. Defense Activities for Nontraditional Education Support (DANTES).

4. In-house Tuition Assistance - Military personnel can go to school while in the service. People use in-house tuition assistance while in the service and federally legislated educational benefits when they leave the service.

5. Program of Afloat College Education (PACES) - The Navy has put instructors right on board ships. The program has an uneven success. Sometimes is has worked well, other times it has been a disaster.

C. Coast Guard Reserve

Although not a large group, the reservists in the Coast Guard are underserved in terms of civilian education. They would be a good target.

What do they need?
1) maritime firefighting
2) emergency medical technicians
3) rapid radar plotting
4) use and programming of personal computers

Offering training in personal computers could be a very good place for academic institutions to enter this market. Reserve components are just now coming on line with a significant amount of computer equipment. The personnel are in need of some specific training. Some institutions are offering a forty hour total immersion course, and these courses are being snapped up.

D. Summary

The military realizes that they can't conduct enough training from their own assets. They are going out and seeking relationships with civilian institutions. The military and the colleges are not in competition but rather in a partnership. None of the services is going to have the money to put into their own continuing education programs. They are going to have to form even better and stronger partnerships with the civilian colleges.

Recommended reading: Joining Forces: The Military Impact on College Enrollment. Available from American Council on Education, 1 Dupont Circle, Washington, DC 20036.

For more information on this session, contact Dr. David M. Watt, State Technical Institute at Memphis, Memphis, TN 38134; (901)373-2554.

ASSESSING THE IMPACT OF ADULT CONTINUING EDUCATION ON ECONOMIC DEVELOPMENT

Presenter: Allen B. Moore, Associate Professor
Institute of Community and Area Development
University of Georgia

Moderator: Robert L. Stakes, Director
Continuing Education
University of Texas at El Paso

Recorder: Michael P. Murphy, Director
Minneapolis Campus
College of St. Thomas

The Institute of Community and Area Development (ICAD) at the University of Georgia was interested in examining whether there were impacts on a region's economic development as a result of participation in adult continuing education programs. Using a working economic definition of return on investment as a function of labor (people) plus capital (cash and facilities), any increase in either labor or capital should bring a corresponding increase to return on investment. In this formula "people" is the category where continuing education affects investment. In different words, eduction is the impact point betwen return on investment and economic growth.

Using a definition from Schultz (1961), the authors interpreted educational investments in "human capital" to be: formal education; migration/relocation; on-the-job training/apprenticeships; continuing education and study programs for adults as well as health development and maintenance programs. Several additional premises were that: higher skilled, better trained workers are paid more; business and industry leaders generally view an educated work force as a positive feature in locating businesses; education promotes adjustment to technological changes; investments in human capital are expected to bring higher productivity; lower wage and skill workers do not have the resources to invest in their own human capital development and on-the-job training creates a "bond" between employer and employee.

The presenters found that while national studies had been done of such developments, there was little at the state, regional or interstate level that could be drawn on to support the notion that investment in human capital does lead directly to increased productivity.

Data used in this study is available in most states and is applied here on a county-by-county basis. It is youth-oriented for the most part and includes high school dropout rate, educational cost per pupil, reading and math test scores, the percent of youth and adults with less than eight years of schooling and rates of adult participation in vocational and occupational education (the latter two categories were added to include adult participation particularly). Factored against these categories were high school dropout rate; educational cost per pupil; reading and math test scores as well as population, income, personal employment (number of persons employed), and the percent employed. Using this data, the presenter found a clearly negative relationship between the percent of youth and adults who had less than eight years of schooling and the categories of population,income, persons employed and percent employed. Thus in the counties under investigation, each of the four categories declined where there were high numbers of individuals with less than eight years of education.

ICAD is interested in following up with a study that tries to get at the quality, extent and impact of participation in continuing education programs in selected Georgia counties. This three-year study will include intensive interviews of graduates of continuing education programs to determine what skills they learned and how such skills contributed both to geographic mobility and mobility in their company. In addition the study will include interviews with employers (100% participation rate with employers is possible in some counties) to learn what skills they were demanding and how that compared with what they were getting. The focus of the research most likely will be counties with smaller populations. If a direct connection can be made between rate of participation in continuing education activities and economic development, educators would have an active role to play in regional economic planning discussions.

For more information on this session, contact Allen B. Moore, Institute of Community and Area Development, University of Georgia, 401 Tucker Hall, Athens, GA 30602; (404)542-2214.

ON THE EDGE: SHOULD CONTINUING EDUCATION REMAIN MARGINAL?

Presenters: Richard A. Marksbury, Associate Dean
Tulane University

Kenneth Foster, Director
Marketing and Communications
University of Utah

Moderator: Amy E. Pick, Director
Part-Time Studies
Tulane University

Recorder: Robert H. DeRoche, Associate Director
Part-Time Studies
Marquette University

Continuing education administrators are constantly expressing their desire to become part of the academic mainstream. Their general unwillingness to accept and make the most of the marginal status probably results from an overemphasis placed upon the negative aspects of being marginal. In this session, the presenters described how this so-called "marginal" status can be used as a real asset in developing and delivering academic related services to the part-time and/or adult learner.

In Richard Marksbury's discussion, he made the following major points:

1. Marginality can can approached as a social situation, not in a managerial, organizational sense, but one that involves people and their actions.
2. In describing marginality, we have to start with the core or "mainstream," and look at what characteristics individuals in the mainstream possess (e.g. high status, provide order, are rigid, protect/preserve the status quo).
3. We must then look at what characterizes those perceived to be in the margin (e.g. lower status, social deviants and maladjusted, tolerated by the core, experimenters and innovators.
4. In the university setting, the university as a whole can be viewed as the "core," and continuing education as the unit in the "margin"--each with different characteristics.

5. Continuing education works within two environments. The primary environment is the institution itself, the second is the outside--the larger community. We must balance expectations from the core and from the community. Our position in continuing education allows us to work effectively in both environments.

6. If continuing education becomes part of the core, we cease to be continuing education and are unable to respond in the way we are supposed to.

7. There are three areas where the core (the university) and the margin (continuing education) work together: the political arena, the structural arena, and the symbolic arena.

   Political arena - Here is where continuing education has power (high student enrollments), and has strong involvement in the mainstream.

   Structural arena - Here there is less involvement in the mainstream and greater involvement in developing operating policies and in decision making processes.

   Symbolic arena - Here there is less interaction with the mainstream. It is here that we can compare beliefs and values, ceremonies, ideologies, etc. of the mainstream. This is the area of greatest marginality.

Kenneth Foster approached the marginality issue from a very applied, marketing/management perspective. From this perspective, he suggested that there are occasions when we should maintain marginality. Gender, age, and adult learning orientations and styles of the students in continuing education programs reinforce the need for marginality in accommodating this group and in marketing to it.

In marketing, we need to look at strategies which the traditional institution--the core--may not address. Our position, our mission, and our flexibility in both programming and pricing can be used to our advantage. However, although marginality may protect us from acquisition, there is the possibility that if we are too successful, the mainstream may acquire us.

There are also times when we should not maintain marginality. For example, if the program we are running is for traditional college credit, we need to lean on the parent institution. We may need its image, quality instruction, faculty, and so forth. Marginality here enters at the point of when and where we offer such a program so that it is convenient for the adult student.

The presenter closed with a discussion of two marketing terms of relevance to the marginality issue: offensive strategy and defensive strategy. The defensive strategy says that we need to appeal to audiences that have proved to meet our profile of past audiences. In other words, the best predictor of future behavior is past behavior. Offensive strategy deals with the internal marketing perspective. A critical part of management perspective is the need for employees to feel a part of an institution. Instead of an anthropological perspective, there is the psychological perspective--a sense of belonging, a need of belonging--that we have to deal with in continuing education. Adult students have a need for security and stability. If the continuing education program is constantly changing and does not reflect stability, then we need to lean on the core. In short, we need to compromise, have close communication with the core, but not be managed by the mainstream.

For more information on this session, contact Richard A. Marksbury, Associate Dean, Tulane University, 125 Gibson Hall, New Orleans, LA 70118; (504)865-5555.

THE CONFERENCE PLANNER AS ENTREPRENEUR: PROGRAMMING FOR SUCCESS

Presenters:
Janet Harris, Director
Continuing Education
University of Texas at Dallas

Veva Vonler, Associate Dean
Graduate Studies;
Director, Continuing Education
Texas Woman's University

Moderator:
Dawn J. von Weisenstein, Coordinator
Noncredit Programs
University of Tennessee

Recorder:
Susan E. Bridwell, Assistant Dean
Telecommunications Instruction and Independent Learning
University of South Carolina

In a time of intense competition for every dollar spent on noncredit programs, conferences offer opportunities for continuing educators to involve new target groups, to develop bases for other types of programs, to establish continuity in programs, to expand contacts for an institution, and to produce profit on a program-by-program basis. Although program development skills necessary for scheduling seminars and short courses are transferable to conference development, additional entrepreneurial skills increase the chances for success.

Linking entrepreneurship to innovation--doing something new, not doing something better--the presenters encouraged conference planners to face up to the decision-making necessary in their professions; to see change as normal, and even healthy; to realize that if institutions fail to innovate, their services will be replaced by outside entrepreneurs; and to recognize that utilizing entrepreneurial skills will help assure success so that institutions can continue to do "good."

Using examples of conferences designed for groups as diverse as public utility executives, writers, and motion picture producers, the workshop leaders shared their successes and failures as they demonstrated how entrepreneurial skills can be applied to conference development. The following guidelines were offered for maximizing the chances of success and minimizing the risks of conference planning:

1. Start with a well-defined target group and obtain thorough feedback from potential attendees before planning. Find target groups that are ready to respond to an idea, e.g., an industry facing radical changes.

2. Select an umbrella topic that reflects the target group and use a different theme each year. Connect the conference idea with profit and develop the target group from the idea. For example, link social change with the group that will be most affected economically by the change.

3. Remember that quality sells, but keep in mind the distinction between "program quality" and "special effects." quality sells and continues to sell. Flashy does not attract professionals. Focus on good speakers and give information about workshops; spend less time on peripherals.

4. Use formal advisory group or chairperson models of planning only when benefits far outweigh disadvantages. Because committees can be inefficient and planners can become diverted from the program to nurturing a program committee, plan ways to take advantage of individuals' expertise rather than risking the loss of control or clashing priorities that advisory groups can cause.

5. Use cosponsors only if they enhance program quality marketability, and profitability.

6. Minimize speakers' fees by focusing on a "professionals-sharing-information-with-other-professionals" concept of program development. True professionals see sharing with others through conference participation as part of their professional responsibility. When approaching potential speakers, maintain an attitude of offering them the opportunity to be part of a great educational opportunity.

7. Put in writing, either through formal contracts or informal letters and memos, all agreements, meeting summaries, and records of significant conversations. It is especially important to clarify who has which responsibilities (for example, who has the authority to cancel).

8. Keep commercial interests out of program sponsorship and program control, but involve them in program support. Invite presidents to speak; involve corporate unofficial sponsors in providing meals. Do not allow speakers to advertise spinoffs; be sure their presentations are excellent on their own. Test topics and speakers in one-hour workshops before using them as major speakers.

9. Plan for continuity by building sequels and spinoffs into the target groups' expectations. A sequel must be one and a half times as good as the first conference to be considered equal to the first. Plan the second annual conference in the midst of the first. Involve representatives of the target groups in the planning and let them feel it is partly their conference.

10. Maintain an entrepreneurial attitude about every program detail with special attention to how each element of planning affects profit.

The most important quality of a conference planner is the ability to listen. Listen first and then put the program together. Pay attention to evaluation forms. Listen to what is said about the conference as you attend (show that you see the conference as important enough for you to attend).

The key words to keep in mind in conference planning are quality, profit, and continuity. The presenters concluded with the three most important generalizations from the suggestions above:

1. Narrow rather than broaden. This applies to the topic, the target group and the mailing list.

2. Beware advisory groups, cosponsors and corporate sponsors.

3. Maintain an entrepreneurial attitude with each detail of the conference.

For more information on this session, contact Dr. Janet Harris, University of Texas at Dallas, P.O. Box 830688, Richardson, TX 75083-0688; (214)690-2207.

ADDRESSING THE CAREER CHANGE NEEDS OF ADULT STUDENTS

Presenters:

Fred Rowe, Professor
Educational Psychology
Brigham Young University

Edna Farace Wilson, Assistant Dean
Evening Division and Summer Sessions
LaSalle University

Eugene Kray, Dean
University College
West Chester University

Moderator:

Abbie F. Smith, Dean
Continuing Education
College of Charleston

Recorder:

Gregory M. Logan, Manager
Education Programs
The George Washington University

This presentation was delivered as a panel discussion which focused on the career change needs of adults who enroll in continuing education. Each presenter addressed a specific aspect of adult and continuing education.

Dr. Rowe presented a profile of the adult student, who he or she is, and why he/she is a returning student. Dr. Wilson discussed programs and services which help adult students with career change options open to them. Dr. Kray discussed his university's three centers and the work they do with adult learners.

Career Change Needs of Adults - (Dr. Fred Rowe)

Dr. Rowe addressed three topics in his presentation: (1) why people go on to higher education; (2) personal problems the adult learner faces; and (3) institutional problems.

1. Adults return to higher education basically for three reasons:

   A. Career Development - (to enhance their careers). These learners have different needs than those in the other two categories. They know where they want to go and what they want to do. They tend to be very confident.

B. Career Entry - These are people who want to change careers, be more marketable, or are just entering the workforce.
C. Crisis - This topic is very broad. Something has changed causing the person to seek more education: layoff, divorce, technology changes, robotics, death, mid-life crisis.

2. Personal problems of adult learners must be addressed:

   A. The feeling of being inadequate, loss of identity as a student.
   B. Past perceptions of themselves as a student, especially in high school.
   C. Financial survival.
   D. Lack of a support system at home or in the workplace.

3. Institutional problems that need to be addressed to help the adult student:

   A. Students must understand that they (the student) must change.
   B. Students are going to have to become change agents.
   C. Institutions fail at networking with business and industry. Institutions need to know the needs of returning adult students before a crisis hits. The institution must be ready to meet the change need when it hits.

Career Development Programs - (Dr. Edna Farace Wilson)

Continuing educators must work closely with career development. They must help expand the student, not just work with them on degree completion. Continuing education must have services and programs which help adult students with career options.

Examples of programs and services offered by LaSalle University's Evening Division and Summer Sessions include the following:

1. Career development seminars sponsored by the evening division student council and conducted by the Office of Career Planning and Placement:

   A. "Seven Steps to a Successful Job Search"
   B. "Resume Writing: Packaging Your Transferrable Skills"
   C. "Interviewing"

2. Saturday seminars on career development sponsored by the Continuing Education for Women program:

   A. "Self Assessment: The First Step in Career Planning"

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B. "Using the Self-Directed Search"

3. The Evening Division student council is developing a network group to provide a forum for students to exchange ideas and concerns about career change.

4. The Evening Division Advisement Center provides a variety of counseling services to adult students who are considering a career change.

5. The Evening Division works closely with the Council of Adult and Experiential Learning's (CAEL) Joint Venturers Center to provide training and counseling for adults who are considering college. (Joint Venturers Center provides a collaborative effort between education, industry, employees and labor unions to deliver accessible counseling, training and retraining opportunities for workers.)

The West Chester Model - (Dr. Eugene Kray)

West Chester University, University College has a large marketing orientation through which they identify needs of adult students and put together a delivery system to meet students' needs. There are three centers to serve students, each with its own direction:

1. Adult Evening and Alternative Studies (credit programs)

2. Community Education (noncredit, general community programs)

3. Business, industry, and government contracts in which custom-designed programs are delivered.

West Chester has 2,000 nontraditional students: 50% wish to pursue a degree; 25% want to take several courses and are "testing the waters;" 25% do not know why they are there. In addition to these students, West Chester has 1,500 evening students in six degree programs.

The session concluded with a discussion of why adult students at West Chester are looking for career alternatives. Dr. Kray noted that career advancement, technological advances, dead-end job situations, and career exploration are among the reasons.

For more information on this session, contact any of the speakers at their university addresses listed above.

RECRUITING AND RETAINING. . .FACULTY

Presenter: Emily Huebner, Associate Director
Office of Contract Programs
The American University

Moderator: William T. Tracy, Vice President
Academic Services and Continuing Education
St. Ambrose College

Recorder: Jeffrey C. Sekula, Associate Director
University Evening School
University of Tennessee at Knoxville

The ultimate measure of quality and success for any continuing education experience rests with the faculty members involved. Recruiting, retaining, and developing effective faculty is a high priority for the Department of Contract Programs at The American University.

American's model was initiated at the vice provost level where faculty were invited to an event which sought to inform them about who and what nontraditional students are and what their needs are.

This overall appeal is followed up with specific workshops involving 30 to 50 faculty. Many deans are recruited to endorse the workshops, insuring good faculty attendance. The workshop focus is to try to orient diverse faculty to the existence and needs of the adult learners in a university setting where the traditional student is often seen as the focal point.

Invitations to the workshops are handwritten to personalize the message; they are followed up by telephone calls to further personalize the appeal, and to ask faculty of their particular areas of teaching interest, (credit or noncredit).

The workshops--which often involve "grass roots" faculty--serve to promote continuing education service to faculty, to build trust, and to foster administrative/faculty relationships.

Off-campus credit contract activity is widespread at American; therefore, to insure quality at remote locations every effort is made to recruit faculty who are "stars," or to ask distinguished faculty what junior faculty members might be effective as off-campus teachers. This involves senior faculty in mentoring as well as highlighting continuing education at departmental meetings, coffee clutches, or formal workshops.

Once a specific instructor is selected and approved by the chairperson, the faculty member is asked to assist with the course or program marketing strategy; faculty, therefore, "buy into" the program.

American's experience with off-campus programming suggests that the "better professors" and more active (busy) departments produce the lions share of effective off-campus involvement. By orienting faculty as "active" resources, recruiters, marketers, and nontraditional practitioners, American has succeeded in providing a high quality, growing off-campus program.

American's philosophy of personal contact, faculty involvement, and a follow-up note or call of thanks to faculty after the event helps foster their mission of putting "our best foot forward in the field."

For more information on this session, contact Ms. Emily Huebner, Associate Director, Office of Contract Programs, The American University, 400 Massachusetts Ave., N.W., Washington, DC 20016; (202)885-3990.

HOW TO EXCHANGE INFORMATION ELECTRONICALLY WITH OTHER CONTINUING EDUCATION PROFESSIONALS

Presenter: Nancy Gadbow
Department of Administration and Adult Studies
Syracuse University

Moderator: Anita Pescow, Director
Continuing Education and Community Services
Queensborough Community College

Recorder: Elaine Hayden, Director
Continuing Education and Summer Sessions
Nazareth College of Rochester

Learn to communicate easily and quickly with your colleagues in continuing education--to share ideas, to seek help with new projects or programs. This type of communication is possible today, using an electronic network.

AEDNET (Adult Education Network) is just such an electronic network, established as part of the Syracuse University Kellogg Project, which is involved in developing an International Information-Sharing Network in Adult Education. Members of ACHE and other continuing higher educators are encouraged to become part of this expanding network. Continuing higher education will be a sub-category under the broad field of adult education.

Understanding AEDNET requires understanding electronic mail. EMAIL is a method of electronic communications generally used for one-to-one communications (much like regular surface mail) only using the computer and computer networks as the delivery means. EMAIL can also be used as a one-to-many delivery system by using a list of names. EMAIL needs an electronic environment which usually is a large mainframe computer within an institution. At Syracuse University, BITNET is the connecting network that is used for exchanging electronic mail. It can be thought of as connecting electronic environments or mainframes. AEDNET has been developed to provide low cost means for electronic networking among adult education professionals. It fosters collaboration, information sharing and expertise exchange. AEDNET can operate in the one-to-many mode, like EMAIL, but its strength is in the one-to-many communications. Users send messages to AEDNET, thereby participating in discussions of special interest groups or in forum activity where each message that is sent is redistributed to all other members of the forum, creating a quasi-conferencing situation.

The hardware required to use AEDNET consists of either a micro-computer, modem and telephone line, or a micro-computer or terminal and a connection to an institutional mainframe. The necessary software includes communications packages such as PROCOMM, CROSSTALK, RED RIDER, BITCOMM, etc. In addition, you would need an account on your institution's mainframe system and access to your institution's EMAIL system. Users must be competent in personal computing skills such as keyboarding, how to format disks, how to load and use different programs, and how to dial, connect and file transfer operations. Instruction in these skills is usually available from personnel at your institution's computing center as well as from local vendors and dealers from whom machines have been purchased. There are usually local user groups for specific machine types.

AEDNET will change in the future toward a more ideal setting. It will be moved to a conferencing system that allows better "tracking" of the topic threads as discussions emerge. The system will be more proactive--the user will be able to call in and log-in to take active part in searching etc., rather than waiting for AEDNET to deliver something their way. AEDNET will incorporate more features such as bibliography files, on-line articles, and interactive discussion groups. As special interests grow, new subgroups can be established. The more people who become involved, the more valuable this means of communication becomes.

For more information on this session, contact Dr. Nancy Gadbow, Department of Administration and Adult Studies, Huntington Hall, Syracuse University, Syracuse, NY 13244-2340; (315)443-3421.

NONCREDIT CONTINUING EDUCATION: TODAY'S CHALLENGES CREATE TOMORROW'S TRADITIONS

Presenter: Norma R. Long, Dean
College of Continuing Studies
Towson State University

Moderator: Gayle D. Cooper, Director
Noncredit Programs
University of Tennessee

Recorder: Barbara Beeler
University Evening School
University of Tennessee

Lifelong learning is a controversial issue on many college and university campuses today. Does higher education have a responsibility for the intellectual and personal development of an aging society? Results of a 1987 national survey were presented and discussed from the perspective of continuing educators, higher education administrators, faculty and students. Topics such as appropriate vs. inappropriate subject matter, use of regular and adjunct faculty, accountability of program planners, and infringements of academic freedom were explored.

For a complete transcript of the presentation, refer to the Spring 1988 issue of The Journal of Continuing Higher Education.

For more information on this session, contact Dr. Norma Long, College of Continuing Studies, Towson State University, Towson, MD 21204; (301)321-2028.

PROFESSIONAL DEVELOPMENT PROGRAMS FOR TEACHERS: AN APPLIED MODEL

Presenter: Robert Infantino, Director
Teacher and Special Education
University of San Diego

Moderator/ Recorder: James A. McGee, Associate Director
Division of Continuing Education
East Carolina University

This presentation gave a picture of a statewide continuing education program for in-service teachers in California. The program is conducted by Continuing Education at the University of San Diego, in cooperation with the School of Education. This program is conducted at 26 sites throughout California.

Guiding principles of the program are:

1. Keep the quality high at all costs. Instructors are carefully screened; every program is evaluated; and every coordinator represents the University and its ideals.

2. Have high standards and communicate those high standards to participants from the beginning.

3. If a site or a coordinator does not meet the standards of USD, the site or the services of the coordinator will be discontinued.

The program consists of courses offered four times a year at nearly every location. Courses are generally 45 contact hours, meeting each week for 10-13 weeks, occasionally meeting all day on Saturday. The course format may be a lecture series with a guest presenter each class session, a workshop which has one instructor who conducts each session, or a combination of workshop with guest presenters.

Course development involves several people. Likely topics for courses may come from within USD, from the field coordinator, from an instructor, or from participants. The University Continuing Education Director has a curriculum coordinator who meets with the Director of Teacher and Special Education, who is responsible for liaison between Continuing Education and the School of Education. Together they develop the course description and a set of objectives. From the list of existing courses, or with a proposed new course, the site coordinators follow a nine-week timetable for the next course offerings. All new instructors and presenters must submit acceptable credentials and references, and be experienced.

Upon approval, a program is announced by the Continuing Education office and printed brochures are distributed by the site coordinator and by direct mailing. Each site has a preferred style of flyer, often to establish an identity in an area with competing institutions. Two sites in the same area might offer the same program and draw on the same presenters on different nights. Another site with the same course might choose different topics and presenters, provided that the adopted course description and objectives are satisfied.

Each speaker in a lecture series is evaluated individually, with comments and suggestions by the participants. Workshops are similarly evaluated. Courses are monitored by announced or unannounced visits by School of Education personnel, Continuing Education personnel, or by field coordinators.

Credit for the program is usually Continuing Education credit (not CEU's); however, some courses carry graduate level, masters degree credit. Graduate Continuing Education credit, though not applicable towards a degree, is valuable to teachers in maintaining certification and attaining salary increments.

The program is not without its problems. First, the University had to get control of the entire operation. All coordinators did not meet University standards and not all programs were acceptable to the School of Education due to contact hours, suitability of sites, etc. Timing of proposals for the next session is often problematic.

One on-going problem is interpreting the offerings to district school officials who have authority to grant salary credit for particular courses. This is especially true in new areas where the University's reputation is not established.

Along with the problems come many joys and satisfactions. One obvious point is that these programs are filling a need that institutions in the area seem not to be filling. University policy is that no program be undertaken if another institution is offering comparable programs in the same area. A year might be spent in investigating the situation before launching a program.

Providing teachers with quality staff development at reasonable cost is a legitimate function of the University. The School of Education is committed to strong continuing education and sees this off-campus program as a natural extension of its own programs. Positive feedback from teachers indicates the program is making a difference in their lives and in the lives of their pupils.

Another joy is the program makes money for the University. While most courses cost only $140 plus supplies, and while there are lots of people to be paid from the fees, considerable profit is realized. However, profit never shields the program from scrutiny by the administration and the hard questions each year about the continuing quality and reputation the program has in the field.

A last satisfying outcome is the increased visibility in the many communities served by the program. Continuing identification with a good quality course from a good quality institution lets teachers think about recommending their students to the University, or even going to the School of Education for their own graduate degree program.

Plans for the future include looking for new opportunities/ locations for courses. Courses will continue to be developed which are relevant to the current education scene. Many local school districts are under a mandate to develop local curricula based on the new California Framework for the English Language Arts and Reading, and to use the newly approved textbook list.

For more information on this session, contact Dr. Robert Infantino, University of San Diego, Acala Park, San Diego, CA 92110; (619)260-4540.

THE WINNING FORMULA

Presenter: Sharon Yoder, Lecturer, Workshop Facilitator, Consultant

Moderator: Gary F. Norsworthy, Dean
Coastal Georgia Center

Recorder: Jack Huff, Director
Community Programs
University of Georgia Center for Continuing Education

All too often many of us have been sold a bill of goods as to what makes us successful and happy human beings. Too soon we discover that a winning life style has nothing to do with good luck, how much money we have, good looks, who we know, or even how hard we work! How many people do you know who have worked hard all of their lives and still have not reached their goals and are miserable?

There is a formula, however, that makes the difference between those who soar and those who settle. Maybe it is time to focus on what we are doing right and why we are as great as we are. We know one thing for sure, losers let life happen; but winners make it happen.

One of the key factors in the winning life style is that winners learn early on that **things don't have to be perfect to be happy**. In fact, if we wait on things to be perfect, we may never be happy. We stop talking like victims and choose to see problems as opportunities. We become what we think about most of the time. So we focus on success and we act happy and we ask ourselves, "how can I turn this problem into an opportunity to make things work better for me and for others?" We, of course, have to be willing to let go of old ways and begin to think about ways we can change. When we are willing to change our thoughts about a situation and then we change our actions, we all of a sudden see a change in results.

Another key factor in the winning formula is the ability to recognize and emphasize our **uniqueness**. Lately we have heard a lot about our similarities; but what is it we do differently? How can we do our job just a little bit differently and better than everyone else is doing it? Do we want to stand out from others or are we simply willing to do enough just to get by and to fade into the wallpaper with everyone else? Studies show that we do not need to be 1000% better than everyone else to be the leader in our field. Instead, we only need to be 1% better to make the difference. In most cases it is as simple as under-promising and over-delivering.

Next, what is your effect on others? It is reported that 80% of our happiness is due to relationships. Relationships are catching and if they are not positive and uplifting ones, they have a tendency to drag us down. Are you selective about the company you keep? Take a look at happy, successful and productive people and notice the kind of people they hang around with. . .other happy, successful and productive people. Sometimes we have to let go of some of the negative people in our lives and say to them, "I'm sorry, but I cannot help you until you are willing to help yourself."

Another area we need to look at is **first impressions**. What kind of first impression do you make on others? This is a key element in the winning formula. Unfortunately, we rarely get a second chance to make a first impression. People decide in the first four minutes in our presence if they trust us and if they like us. Smile! Be the first one to speak to others. Give others a sincere compliment and ask them for their input. True, you may not feel like doing this all of the time but do it anyway. **Fake it until you make it!**

Above all else, don't forget to take care of your health. If we don't feel well we cannot be our best at anything. When we say we are what we think, this also includes health. Much of our poor health is a result of a lot of stress in our lives. However, we can choose how we respond to stressful situations. Choose to do work that you love. Choose to look for the good in people and to realize that you are the only person who is truly responsible for your happiness. Choose to be human rather than perfect. Abandon some crises and set some personal goals that are just for you. It has been said that "if we have no goals then we have no hope and if we have no hope we have no reason to live." And, finally, choose to lighten up and laugh and plan fun in your lives.

Finally, we must recognize that the most powerful element at our disposal is the power of words. Words are the keys to good relationships. Words are the keys to high employee morale and motivation, confidence and high self-esteem. They let people know what they are doing right, the very thing all of us are starving to hear. We need to support people's fantasies and tell them they are important and why we like what they do. If we don't remember anything else, remember this: **people do not support us for who we are, but for how we make them feel when they are with us.**

For more information on this session, contact Sharon Yoder, 9 Hoylake Court, Dover, DE 19901; (302)736-3708 or (302)736-6596.

ACCOMMODATING OLDER PERSONS TO HIGHER EDUCATION

Presenter: Richard Cortright
Senior Education Specialist
AARP Institute of Lifetime Learning

Moderator: S. Joseph Fantl, Dean
Continuing Education
Delaware Technical and Community College

Recorder: Douglas H. Carter, Dean Emeritus
Continuing Education
George Washington University

During this presentation, Dr. Richard Cortright discussed the study made by the American Association of Retired Persons (AARP) Institute of Lifetime Learning as part of its 25th anniversary. The study concerns ways in which colleges and universities do or do not make special accommodations to attract and hold persons over the age of 50.

Background

1988 is the 50th anniversary of ACHE and it is the 25th anniversary of the AARP Institute of Lifetime Learning. The Institute was founded by Dr. Ethel Percy Andrus to give courses for older students. Since that beginning, the Institute has become the educational broker for older persons including some with minimum literacy skills who want "university seminars" on a multitude of subjects from Socrates to modern art. Older persons, the "greying" of America, realize that knowledge enables or empowers one to do something. Knowledge is power; as the French say, "savior est pouvoir!"

Demographics

A report from the National Center for Educational Statistics shows 11 percent of adult education participants are over 55 years of age. The workforce of older persons is primarily in the 50-64 year range. This group and the 65-plus cohort encompass all economic levels including affluent and middle class. They are able and eager to learn, and have a wide range of interests, activity level, and needs which reflect that during this century we have gained 26 years of life expectancy, nearly equal to what mankind gained in the preceding 5,000 years!

Trends

Studies in adult education clearly show that the more education one has, the more one wants. The greater population of older persons will continue to grow and enroll in university and college courses, both for credit and for audit.

Higher Education Accommodations

Steps have already been taken by state legislatures to allow or require state-supported institutions to reduce or even waive tuition for older adults. Every state has institutions which offer reduced or free tuitions for older persons. Faculty accommodation to teaching older persons is required. Steps being taken in continuing education to better accommodate older persons include:

1. Inviting older persons to teach older persons. We learn when we teach!
2. Including older person teams to teach with regular faculty.
3. Giving older persons opportunities to learn together. This means the role of the professor will change since he/she will not have to "profess" as much!
4. Helping older persons learn skills so they can become better self-learners. It is said, "Tomorrow's illiterates are those who have not learned how to learn."

Study Results

A study of 237 colleges and universities carried out by AARP's Institute of Lifetime Learning asked institutions to identify those areas where special accommodations are being made, including:

1. Marketing and promotion to older adults
2. Financial accommodations available to older persons
3. Roles available to older persons as part of the program
4. Scheduling of classes
5. Transportation
6. Assistance and services available to older persons
7. Admission and registration procedures available to older persons

Findings

Special coordinators and the use of advisory committees for programs attractive to older persons resulted in higher percentages of enrollment. Advertising in senior centers and in those locations frequented by older persons enhanced the marketing potential of programs for older persons. The day or evening scheduling of classes played a less important role than was expected, although a preference was shown for daytime classes. On-campus transportation and lighted free parking played a positive role. Waiver of admission tests was not as significant a factor as had been anticipated. Reduced tuition, naturally, was a factor to the less affluent. Lounge and food service facilities also play a positive role in attracting older persons to the campus or to off-campus locations.

Summary

1. Don't let older persons sink into a velvet rut! Continuing higher education is the high road, not the rut, velvet or otherwise.

2. Older learners are not all alike; they are as diverse as any age cohort and need to be served according to individual needs and in attractive ways.

3. More and more older persons need and are seeking continuing higher education. The market is there for you to develop--credit or noncredit.

4. Continuing higher education educators need to inform older adults that tuition free or reduced tuition courses are available. Use it or lose it!

5. Educational institutions are making strides to accommodate older prsons. Administrators and faculty should be urged to make accommodations that can lead to increased enrollment and service to older persons.

6. Finally, in closing, two French words are appropriate here because they so aptly describe older persons. They are oiseau gris, the gray birds. They also are OPALS--the older persons with alternate living styles. They are GUMPIES--the grown-up mature persons. They are US. . .now or in the future!

For more information on this session, contact Dr. Richard Cortright, Institute of Lifetime Learning, AARP, 1909 K Street, N.W., Washington, DC 20049.

EDUCATING INTERNALLY: STRATEGIES FOR ACHIEVING A MORE CENTRAL ROLE FOR CONTINUING EDUCATION IN COLLEGE AND UNIVERSITY AFFAIRS

Presenter: Philip Fey, Director
Continuing Professional Education
Teachers College, Columbia University

Moderator: Carol Holden, Dean
Division of Continuing Education
George Washington University

Recorder: Sarah Schafer
Coordinator, Adult Services
Texas Christian University

The twentieth century could well be described as a century of wonderous progress. Perhaps even more relevant to those of us who practice continuing education in the higher education setting, the twentieth century has provided the setting for a world-wide resurgence of interest in learning. Not since the golden age of Greece and the Renaissance have we seen such interest in learning. The twentieth century may well be remembered as the century in which notions of preparatory education were replaced with concepts of lifelong learning.

But, there is something disproportionate about what is happening in the larger society and what is happening within colleges and universities regarding continuing education. The common reaction of continuing education practitioners in the higher education setting has been to seek to rectify this state of affairs and to achieve parity for continuing education by administrative upgrades.

The strategic game plan often employed calls for a series of annual program expansions resulting in increasingly higher enrollments and revenue generation. More often than not, the end result of all this Machiavellian maneuvering is a larger program that is expected to get larger and more prosperous each year--and a very tired chief continuing education officer who may or may not have a new title. The actual degree of infiltration into the mainstream of institutional thought and the actual degree of repositioning of continuing education among competing institutional priorities is often disappointingly small.

Perhaps there is another way--or at least--perhaps it's time to entertain alternative approaches to achieving a greater degree of parity for CE among the range of institutional priorities. I wonder if part of the problem may not lie in our own perception of the role and value of continuing education in the college and university setting. Our view of continuing education is externally oriented.

Perhaps it's time to broaden our perspective of the role and value of continuing education by adding a complementary internal dimension to our thinking--by considering ways in which continuing education activity can enrich the institution while it goes about its major work of enriching the community. And perhaps we may find it is through this more holistic perspective, which carefully blends and complements an external focus with an internal one, that we will ultimately shift institutional gravity and achieve parity for continuing education among the array of other institutional priorities.

Let's consider some of the possible facets of this proposed internal dimension:

*Creating opportunities for students in degree programs to enrich their discipline-based studies by integrating into them the expert speakers, the leading edge issues and the dialogue and debate that characterize all good continuing education programs.

*Developing internships in community service programs that provide invaluable opportunities for students to relate theory to practice, to experience the reality of application and to better understand the role human interaction plays in program implementation.

*Integrating the cultural affairs activities of the institution into the general education curriculum in ways that add new dimensions to the liberal and aesthetic education of the student.

*Utilizing the vast array of business, technical and professional expertise found in broad-based continuing education and community service programs as counseling resource for traditional degree students interested in knowing more about jobs, careers and professions.

Continuing education provides an environment conducive to experimentation with new approaches to learning. There is in most continuing education programs a philosophy, a mind set, a proactiveness and a flexibility that facilitates dealing with the new and the untried. Continuing education and community service programs are rich with opportunities for faculty and staff development.

Continuing education should play a major role in our institution's efforts to maintain connections and strengthen relationships with its alumni. Somehow or other, the value and usefulness of continuing education opportunities for graduates either gets overlooked completely or plays a relatively insignificant role.

As we move further and further into an era of lifelong learning, doesn't it seem that continuing educators should be working more closely with their colleagues in development and alumni affairs to construct learning experiences and programs of continuing education that have special value to the institutions graduates--continuing education opportunities that would constitute a continuum of personal and professional development for the school's graduates, so that alumni would not only be thankful to the institution for their preparatory education but would come to rely on the institution for their continuous education. And there are so many ways in which alumni can be involved--besides consumers of continuing education, they can be needs assessors for continuing education, design and planning consultants, presenters, promotors, sponsors of social/network components of continuing education offerings or co-sponsors of entire programs. The list of possibilities is limited only by the imagination. Perhaps continuing education can provide that ingredient that has proven so elusive to development and alumni affairs--a genuine basis upon which to build a lifelong relationship between the institution and its graduates.

For more information on this session, contact Philip A. Fey, Continuing Professional Education, Teacher's College, Columbia University, New York, NY 10027; (212)678-3718.

CONTRACT PROGRAMS: FOCUS ON INDIRECT COSTS, OVERHEAD AND PROFIT

Moderator: Norma Long, Dean
College of Continuing Studies
Towson State University

Presenter: Violet Towne, Director
Center for Training & Professional Development
State University of New York
College of Technology at Utica/Rome

Recorder: Francis Allison, Director
Student Affairs
Towson State University

Testifying to the importance of contract programming in continuing education today, this workshop is in its third year and was allotted a double session on the program. This year's particular focus grew out of concerns expressed during last year's presentation. Indeed, the complexity of the issue and the difficulty that most continuing education units have with the "M" word, MONEY, was reflected by the participants in this session.

Also emphasizing the breadth of interest in contract programming, the participants represented the spectrum of colleges and universities. A slight majority were from public institutions, but private colleges were also fairly represented. About half of the participants supervised contract programs which grossed between $100,000 and $1,000,000 per year. A majority of participants had less than five years of experience in contract programming and represented continuing education units which were both credit and noncredit.

For the purposes of this program, contract programming was defined as an arrangement whereby an organization contracts with a college/university for a provision of instruction for its employees/members. The contract is with the organization that wants service and that organization pays the continuing education unit.

Contract programs by their definition are self-supporting, profit venture and are big business. It is estimated that between $30-100 billion is spent on education and training but only one-third is provided by higher education. Contract programming is a no-risk venture, a win/win situation when the conditions and responsibilities are spelled out from the very beginning.

Problems with faculty and deans are sometimes encountered by continuing education units who venture into contract programming because the world of higher education is a nonprofit environment. They have to be educated about a world that counts M.P.E.'s (money, profits and expenses) instead of F.T.E.'s. It is a different world which has no relationship to credit hours or tuition dollars, which pays faculty $2,000 a day instead of $2,000 per course and hires faculty on the basis on proven expertise rather than advanced degrees.

Additional problems are often encountered with the other half of the equation, the client. Clients must be persuaded that the college will tailor an educational program which meets their needs instead of pedaling a rehash of the college curriculum. To persuade the client of your ability and intention, you must conduct a needs assessment, interview key people, identify the performance problem, and take into consideration the time, budget and location constraints of the client. Then, you must give the client the proposal ahead of time and allow them to critique it and change it (all billed back to the client, of course). Finally, you must spell out the details **in writing.**

Successful contract programming answers the W.I.I.F.T. question--what's in it for them (the client)? You give them high quality, custom designed programs from a local provider. You give them a welcome addition to a too-small or over-worked education and training department. You give them solid R.O.I. (return on investment) and future program development. You will be here tomorrow, in their community to provide an additional expertise as needed.

Successful contract programming also answers the W.I.I.F.U questions--what's in it for us? We get to extend the university's mission, reputation, recruiting and development activities. We get opportunities to showcase campus programs and expertise. We provide opportunities for faculty to "put theory into practice." We provide service to alumni, employees and employers. All this and make money? Yes--as long as the DE+IE+NF=P formula is followed. Profit over the long term gives you the best measure of whether you are a successful contract programmer. In order to make a profit, one must arrive at the correct price.

The underlying assumptions about price and profit are: price has no relationship to cost, noncredit programs are usually underpriced, price is not directly proportionate to quality and pricing practices should be reviewed at least once a year. Above all, continuing educators must remember that profit is not a totally dirty word.

In examining the first "E" word in the formula, you must calculate the direct expenses of conducting this program. Within the direct expenses are the fixed costs unaltered by the number of participants (instruction, travel, accommodations, brochures, postage, faculty and equipment rental). There are also the variable costs, those which vary by the number of participants (textbooks, handouts, name badges, certificates, food, refreshments, etc.). Finally, there are the miscellaneous expenses, the ones that are overlooked or unexpected. Add 10% to your direct expense to cover this item.

The other "E" word in the formula, the indirect expenses, include all of the costs of doing business as usual and are incurred as an indirect result of conducting ALL programs. These are salaries and benefits, operating expenses, and facilities and utilities. They are calculated on an annual basis. Some continuing education units are totally supported by their college/university; some are totally self-supporting. Typically there is a combination of financial support.

The last piece of the equation is the niche factor, the market position, or the intangible considerations you must include in the program price. First you must know the image your college/university has or wants to have in its marketing area. Is it a Nieman Marcus or a K-Mart? Or is it in the middle, a J.C. Penney? Then you must size up the competition, know how much they charge. Finally, you must know the perceived value of your program, what is it worth to the client and the the college (importance, necessity and politics of the program).

It is within the niche factor that pure profit enters the pricing picture. Although profit is no longer quite the dirty word it once was, it is still largely misunderstood on campuses. It is up to you, the continuing educator who operates successful contract programs, first to feel totally comfortable with the word profit, and then show the university how the profits benefit them by your support of new programs, scholarships, campus projects and additional staff.

This program was designed both to show how contract programmers make and manage MONEY, and to help continuing educators feel more comfortable with the "M" word. As varied as the levels and situations of the participants were, they came away with something of value for their money.

For more information on this session, contact Dr. Violet Towne, College of Technology at Utica/Rome, Marcy Campus, P.O. Box 3050, Utica, NY 13504-3050; (315)792-7158.

THE ROLE OF HIGHER EDUCATION IN RURAL ECONOMIC DEVELOPMENT

Presenters: Sheila Caskey, Dean
Graduate Studies and Extended Learning
Southeast Missouri State University

C. Warren Green, Jr., Manager
Regional Services, Southern Piedmont Region
Virginia Department of Economic Development

Patricia Lust, Dean
Continuing Studies
Longwood College

Moderator: Robert B. Leiter, Associate Dean
College of Continuing Studies
University of Alabama

Recorder: William Lewis, Director
Noncredit Programming, Division of Lifelong Learning
University of Southern Mississippi

This program represented several different institutional approaches to economic development in rural areas.

Southeast Missouri State University

Dr. Sheila Caskey suggested networking sources for those interested in rural economic development:

1. Survey results from the ad-hoc committee on rural education contains listings of several models for consideration; and
2. The First Rural Education Forum, a publication of the Rural Clearinghouse for Education and Development located at Kansas State, provides networking and programming dissemination.

Southeast Missouri State University has a long commitment to rural education. The institution serves a 26-county region in Missouri that is considered to be basically rural. The institution's philosophy in economic development has been to develop and insure an educated work force.

Various services have been offered by the University to promote economic development: (1) the offering of credit courses wherever they were needed; (2) serving as the initial administrator for the local JTPA program; and (3) bringing Japanese businessmen to the campus each year for study.

During the last year the institution has adopted a more proactive position in economic development. A five-year plan has been adopted to increase the commitment to economic development. This plan has the approval the the Board of Regents.

To implement the five-year plan, the board established an Economic Development Office. This office provides the University with a single identifiable unit for assisting with economic development. Among the functions of the office are to: (1) disseminate information on university resources; (2) network with others in the region; and (3) seek funding for regional economic development efforts.

Projects that have been completed in the last year include: (1) a $100,000 cooperative labor management project completed with the help of the economics faculty; (2) a workplace literacy project with JTPA; (3) a housing feasibility study for one of the regional economic development centers, completed in cooperation with the marketing faculty; (4) an economic impact study, with help from the economics faculty, (5) preparation of a government contracting study, in conjunction with the management faculty; and (6) development of a dislocated worker grant proposal, written in cooperation with the vocational faculty.

The focus of the Economic Development Office has allowed faculty to benefit from research possibilities and service opportunities. Students have been given an opportunity for work experience and real issues that are important to the community.

Virginia Department of Economic Development

Virginia has three regional economic development offices. The first office was established in 1983. The State is committed to economic development and to improving the quality of life for its citizens.

Many new industries have impacted the area in recent years. The area is still attempting to recoup lost jobs from years past. Industries located in several foreign countries are heavily impacting the textile and furniture industries of the area. The economic future of the State depends on being able to compete in the world community; Virginia has decided it must remain competitive.

Two areas of concern in improving economic development opportunities in the State center around transportation and education. The State has decided to put more money into each area to remain competitive.

The Center for Innovative Technology was established as an initiative similar to North Carolina's Research Triangle. The Center ties together four major universities with high technology responsibilities in an effort to attract new industries. Other initiatives include: (1) the creation of small business centers; (2) the shell building program which provides money from the State to construct shell buildings that are principal and interest-free for five years; (3) the Virginia Film Office which assists in bringing the film industry to the State; and (4) an active recruitment effort in foreign countries which has brought in 30 industries and created 60,000 new jobs in the last three years.

The missions of the Southern Piedmont Regional Office are to: (1) prepare communities for economic development; (2) maintain a site and building inventory for reference for incoming industry, (3) assist existing industries; (4) provide marketing assistance for new industry; and (5) assist in "intelligence" and data gathering.

Virginia has 23 planning district commissions that develop grants and seek out funds. The major focus of these offices is to obtain federal funding for specific projects.

Longwood College

Longwood College is a small- to medium-sized state institution that was formerly a girls school. Most of the school's outreach and economic development has happened in the last three years.

In 1986, the College established the Southside Virginia Literacy Network. The project serviced an eleven-county area. The purpose of the literacy network was to be a central voice for advocacy for literacy and a resource center for materials, technical assistance, information gathering, and the exchange of ideas. The network has recently been renamed the Longwood Literacy Center.

Other economic development projects at the institution include: (1) the Longwood Business Innovation Center that provides networking assistance, presentations, business planning workbooks, information sources, resource workshops, evaluation packages, technology transfer, and individual consulting; (2) the International Cultural Institute which brought in guests from Japan for a week to meet local people, and also served to bring together business, government, and industrial leaders; (3) the

Library Network which supports economic development in distributing information through electronic communication; and (4) the Superintendents Network which brings together school superintendents to discuss problems in education.

For more information on this session, contact the recorder, William Lewis, Director, Noncredit Programming, Division of Lifelong Learning, The University of Southern Mississippi, Southern Station, Box 5056, Hattiesburg, MS 39406; (601)266-4201. He will assist you in contacting the presenters.

NATIONAL CONTINUING EDUCATION PROGRAMMING: THE PERILS AND THE REWARDS

Presenters: Margit Nance, Director
Public Policy Programs, Continuing Studies
Simon Fraser University

Ann Cowan, Director
Writing Programs, Continuing Studies
Simon Fraser University

Moderator: Derek Skaggs, Director
Office of Extended Education
Texas Christian University

Recorder: Vann H. Gunter, Dean
Continuing Education
Midlands Technical College

This presentation dealt with the fact that the need for professional development of a particular group may extend beyond what can be provided regionally, or even nationally, by one association. Such cases require a crossing of boundaries to amalgamate the interests and concerns of a multi-level constituency. Several associations at local, regional, and national levels, when they join together in programs developed to address community needs, can achieve educational, cultural, and social goals beyond the reach of any one group or organization.

The university is uniquely capable of initiating and carrying out such programs because it can transcend and neutralize the politics that can plague regionally-based or association-specific programs. In doing so, the university fulfills its social responsibility by providing educational support to those trying to improve cultural and social conditions. Involvement in such programs enhances the prestige of universities, generally; and the individual institution gains national exposure and the opportunity to develop new research and teaching programs.

The challenges to the institution and the program director are as great, however, as the rewards. This presentation drew on two examples at Simon Fraser University in Vancouver to illustrate the special considerations related to program development at the national level. The Northern Conference embraces native communities as well as organizations and levels of government responsible for delivering criminal justice and social services to the Canadian North, Alaska, and Greenland, and is designed to develop community-based leadership skills and to provide professional development opportunities for those working in Northern justice. The services of the Northern Conference include programs conducted across the North, and a resource library and scholarship program at Simon Fraser University. The Canadian Centre for Studies in Publishing is a research and education facility for the publishing industry which will provide professional development, undergraduate and graduate education, and a research and documentation center. Throughout its development and now in the first stage of its operation, it is linked with all publishing-related associations in Canada and the Centre for the Book, the Book Industry Study Group, the Centre for Book Research, and the American Book Council in the United States. Both projects were developed with the assistance of federal and provincial departments, the participation of several national, as well as local, leaders and associations, and the support of the most senior levels of the university administration.

Some of the major points which were brought out during the presentation were:

1. many large ideas began as small ideas and, because of the scope of the idea, turned into a large idea or conference opportunity;

2. "buy in" from everyone or all parties involved in the conference is essential--the institution's reputation cannot alone be relied on;

3. everything must be in writing with who is responsible for what and how the profits and losses will be divided;

4. during the implementation stage it must be decided what role advisory committee will play;

5. one group cannot have ownership of the program; it must be a joint effort of everyone involved (many times this is the reason that outside groups come to colleges and universities to run their programs; and

6. During the maintenance stage it must be decided what changes are needed to make the program successful the next time, or it must be decided if the program has reached the objectives that were originally set out for this particular program.

The specific challenges to the programmer include fund-raising and budgeting (how to make the "bottom line" justify long-term program development time and administrative costs); political tightrope walking (how to approach often opposing groups and governments to create an entity that transcends individual interests and jurisdictions); university relations (how to engage individual faculty and the senior administration in a large scheme); longevity (how to create a structure that will survive and change).

Finally, the presentation encouraged leaders in continuing education to foster a programming climate which will incubate a grand idea.

For more information on this session, contact Margit Nance and Ann Cowan, Continuing Studies, Simon Fraser University, Burnaby, British Columbia, Canada, V5A 1S6; (604)687-4255.

A MODEL PROGRAM FOR RURAL WOMEN: NOW AND THE FUTURE

Presenter: Carol Barnes
Central Washington University

Moderator: Diana M. Henshaw, Director
Continuing Education
Western Carolina University

Recorder: Susie C. Hughes, Coordinator
USM-Jackson
University of Southern Mississippi

Lyndon State College is located in the Northeast Kingdom of Vermont about 35 miles south of Canada and 40 miles west of New Hampshire. This area is fairly sizeable with dirt roads that make winter travel especially difficult. The inhabitants of this rural area are mostly small crafts people and small dairy farmers. The women come from families with very low incomes. For example, in 1981 the average per capita income in this area was $7,000, a figure below the poverty level of $7,400 for a family of four. Of all families in this area, 38% have incomes of less than $10,000. Of all residents in the Northeast Kingdom, 43% have never finished high school. Poverty, isolation, low income and low education in this area are accompanied by very low motivation and low pressure to go to school.

After studying this statistical data and formulating a problem that pointed to a need for a unique approach to providing opportunities for these undermotivated people, Dr. Barnes and her staff began to inform the Lyndon State faculty of their intention to provide such a learning opportunity geared toward rural women. They requested that the faculty and their spouses who lived among the potential students contact the women in need for input into the formulation of an adult education program.

To publicize a brainstorming session for anyone interested in an adult education program, the staff went to churches, high schools, and local newspapers. Signs were put up in the schools and notes were printed in church bulletins. The newspapers published ads announcing the meeting.

At this meeting--which was attended by 60 women--a panel of older women and one man already in college discussed the transition involved in returning to college. Also present to assist were personal counselors and financial aid advisors. Those in attendance, many of whom were really not ready to enroll in college-level courses, discussed such topics as what classes they wanted to take and what their alternatives were in terms of family, finances, travel arrangements, and job opportunities. Noncredit courses were discussed first and most women there wanted to learn about job and career options. Many of them were not working but wanted to be. They ranged in age from 25 to 75.

As a result of this first meeting, a series of eight workshops ranging in topic from "Setting Your Goals" to "Managing Your Budget" to "Networking: A Proven Strategy" was held over the next two years. Forty of the 60 women who attended the brainstorming session enrolled in the first workshop at a cost of $25. Throughout the two-year series, enrollment stayed steady with 40 to 60 participants in each workshop--except for the "Managing Your Budget" workshop. This program was less successful than the others because the women did not appear to know enough about their family budgets to discuss them.

Of the original 40 women, 15 are now full-time college students. The remainder of the group does not, for the most part, want to attend college, but does want to continue to participate in the workshops.

For more information on this session, contact Dr. Carol Barnes, Barge Hall 301, Central Washington University, Ellensburg, Washington 98926; (509)963-1501.

WRITING FOR PUBLICATION

Presenter: Henry A. Shields, Jr., Academic Dean
Evening, Summer and Continuing Education
St. Peter's College

Recorder: Donna J. Boyd, Manager
Marketing and Promotions, Extended Education
California State University, San Bernardino

There are several things to consider when writing for publication. But, first and foremost is the importance of writing at all. It is important as a professional to write, not only for self-education or intellectual and academic growth, but also for professional advancement and visibility.

Once an individual has decided to write, he or she must then decide on a topic. Mr. Shields, the chairman of the ACHE National Publications Committee, and Dr. Donna Queeney, editor of the Journal for Continuing Higher Education, recommend that people write what they know. Writers should write on something they want to share; an aspect of their job that they love or hate.

After a topic has been decided, the writer must focus on that topic--that is, he or she should relate how the problem at hand could be solved. This may inspire someone with the same or similar problem.

When the article is finished, it must be submitted to a publication. The writer should review publications in his or her immediate field and potentially related publications. It is possible to submit many articles based on one idea to different publications; however, the same article should never be submitted to more than one publication.

Suggestions for writings for publication include excerpts from theses, "think pieces," and book reviews. Articles should be written in accordance to the guidelines of the journal to which it is being submitted. Most publications require manuscripts to be typewritten, 250 words per page, double spaced. The Journal for Continuing Higher Education requires the above, in triplicate, with the writer's name on a separate sheet of paper.

Style is important. Articles should be written clearly with clarity and should not be written like a thesis. They should be written logically, beginning to end. Additionally, Mr. Shields advises writers to: (1) be original, making manuscripts attractive reading; (2) keep the title brief; (3) avoid using the words "very" and "truly;" (4) write in active voice and avoid using the first-person angle; (5) use correct grammar including subject/verb agreement; (6) avoid cliches and trite phrases; and (7) say it in simple terms.

The Journal for Continuing Higher Education encourages professionals in the field to submit articles for review. The review process is such that two reviewers will read submitted articles (with the cover sheet bearing the writer's name removed). If both reviewers agree, they will tell the editor to print the article as is, print the article with changes, send the article back to the writer with suggestions for change, or not print the article. If the reviewers do not agree, the article will be sent to another reviewer.

In closing, the importance of writing must again be noted. PLEASE WRITE AND SUBMIT! "Some people will buy anything."

For more information on this session, contact Henry A. Shields, Jr., Academic Dean, Evening, Summer and Continuing Education, Saint Peter's College, 2641 Kennedy Blvd., Jersey City, NJ 07306; (210)915-9009.

INSIDE EDUCATION: COLLEGE IN PRISON

Presenter: James K. Danglade, Assistant Dean
Credit Class Extension
Ball State University

Moderator: James H. Vondrell, Associate Director
Division of Continuing Education
University of Cincinnati

Recorder: D. Chris Poulos, Director
CES-East
Brigham Young University

Higher resource priorities for vocational training and adult basic education notwithstanding, the offering of college-level classes and degrees entirely within the walls of maximum security prisons is not only possible, but can be extremely successful for all concerned. That is not to say that there are not problems inherent in programs of this kind: financing, institutional restrictions, security, availability of quality faculty, support services, and governmental and public acceptance, for example. But, given the right circumstances, including individual and institutional commitment, the results can be well worth the effort.

Two programs were highlighted by Dr. Danglade, those at Indiana State Reformatory at Pendleton and the Indiana Women's Prison at Indianapolis. These programs have had the benefit of the "right" circumstances, and certainly the commitment to accomplish the mission. The women's prison project, which only began last year, has generated 102 enrollments in eight classes. Students there are all working on the Associate in Arts in General Arts degree.

The program which started Ball State's venture into the unfamiliar world of prison education was begun in the mid-1970's at the Indiana Reformatory, a maximum security prison in central Indiana about thirty-five miles from Muncie, where the main campus is located.

From spring 1976 through fall semester, 1988, the program there has produced 4,709 enrollments in 272 classes for an average of 17.3 per class. During that time nearly 75 different undergraduate classes have been taught using regular faculty from 40 academic departments. Degree programs include the Associate of Arts in General Arts, English, History, and Criminal Justice. The Bachelor of General Studies with concentration areas in English, History, and Criminal Justice is also available and the Ball

State program has now begun to offer a limited number of graduate classes.

Over a hundred people have earned the AA degree and several inmates have graduated in the Baccalaureate program. While donations to the alumni fund have not been all that significant as yet, the identification with and loyalty to a university most of them have never seen is phenomenal.

Mr. Danglade described the program by answering the following questions: (1) how did it get started?; (2) how is it funded?; (3) who does the teaching and what is it like to teach there?; (4) what support services are available?; (5) what effect, if any, is it having?; and (5) what is in store for the future?

How Did it Get Started?

In some respects, like Topsey, "it just growed." In the main, however, it took countless meetings with many, many dedicated, hardworking people to implement and refine the program. They knew that several of the inmates were qualified and wanted college classes. All that was needed was a source of money to cover tuition costs. This led to the second question.

How is the Program Funded?

The answer: many of the eligible inmates were also eligible for veteran's benefits, the G.I. Bill. On that basis, a fundamental college English class was offered in the spring quarter, 1976. Twenty-three veterans enrolled. Textbooks were purchased by the education department at the reformatory.

Most of the rest of the interested inmates were eligible for the Pell grant (then called the "Basic Education Opportunities Grant"). So that both veterans and Pell grant students could utilize the maximum benefits, Ball State arranged for a variety of general education courses to be offered. Grants from foundations, the Federal Government, and state aid pays for all tuition costs not covered by the G.I. Bill or Pell grants.

Who Does the Teaching and What is it Like to Teach There?

As with all of Ball State's off-campus credit classes, only regular faculty members are used. Danglade said that they like to think that they are somewhat unique in that they have a total university approach to continuing and adult education. Off-campus students, no matter where they are, are treated just like on-campus students, by faculty and administrators. All credit is residence credit, and all courses and degrees are based in and generated from the various academic departments.

What Supports are Available?

The question of support services is answered essentially in the same way as "who teaches." Once a term, Ball State arranges for a team of administrators, including representatives from curricular advising, financial aids, admissions, V.A., and the bursar's office to work directly with the men in a full-day session at the reformatory. The function is the same as for on-campus students. Because all the students' fees are paid by state and federal funds, the bookkeeping is quite a chore, but the process for registration and fee payment is still the same. With the help of the curricular advisors tight reins are held on what is offered with a controlled mix of required and elective courses.

What Effect is it Having?

The general feelings about the program by students, prison officials, faculty and college administrators is good. Inmates currently in the program report that in their own informal records no one who has completed at least one year of college has returned to prison. Men who have graduated insist that their lives have changed very much for the better. Several have gone on to responsible jobs and into graduate school.

Unfortunately, there has been no formal authentication of these reports. If providing post-secondary education opportunities to qualified inmates in a state prison is having a positive impact on a significant number of people inside and outside of this correctional institution, and it seems that it is, it needs to be demonstrated factually. In a brief review of existing resources on the subject, very little was found. Hence, extensive formal research (though difficult and costly) needs to be done in the future.

What's in Store for the Future?

One of the most exciting and useful delivery methods currently in use throughout the state is the Indiana Higher Education Telecommunications System. Purdue's graduate degree in engineering, Ball State's fully-AACSB accredited MBA, Indiana's medical network, and Indiana State's new graduate degree in health science, as well as a vareity of noncredit courses, have had a tremendous impact on the problem of bringing post-secondary education to less accessible areas of the state.

Now, Ball State has begun to add a variety of undergraduate classes in nursing and general studies to the schedule. This fall, the University funded a "receive package" at the Indiana Reformatory as a one-year experiment. The Indiana Department of Correction is interested in the possibility of extending the IHETS system to all state prisons.

We invest in our resources in a great number of things, hoping that they will pay dividends in the future. When it's clear that some of these students/inmates return to society with a knowledge that there are alternatives to bad behavior, Danglade is convinced that this will be one of Ball State's most successful investments.

For more information on this session, contact James K. Danglade, Assistant Dean for Credit Class Extension, Ball State University, Muncie, Indiana 47306; (317)285-1581.

HOW AMERICANS IN TRANSITION STUDY FOR COLLEGE CREDIT

Presenter: Henry Brickell, President
Policy Studies in Education

Moderator: Noel Bishop, Dean
Corporate and Professional Training
Quinnipiac College

Recorder: Jan Jackson, Assistant Dean
Extended Education
California State University, San Bernardino

The College Board's Office of Adult Learning Services has recently completed a national survey of adults who study for college credit. This project is a follow-up study to the original Aslanian and Brickell, Americans in Transition, published by the College Board in 1980. Having learned about the timing and motivation for learning among adults in their first book, the authors have now turned to the question of where, when, and how these adults pursue their education in college classrooms. The survey focuses on credit study at the college level among a national sample of adult learners. The results indicate that adults are participating in college credit study in larger numbers than previously thought, and that their attendance patterns are remarkably similar to those of the traditional-age student.

Specifically, the presenter, Henry M. Brickell, discussed in this active session, the process and findings of this study. Based on a 40,000 piece mailing, and a compilation of 20,000 phone numbers which yielded 10,000 responses, this nationwide project studied adults 25 years of age or older who had participated in credit study in the past 12 months. Among the items studied by the researchers were: age, sex, race/ethnicity, employment, education level, family income, degree versus non-degree study, types of degrees sought, field of study for degree, time of study, type of institution (public or private/two-year or four-year), reasons for choosing a college, undergraduate or graduate study, number of credit courses taken per year, number of credits taken per semester, number of credits per course, level of instructor, length of courses, length of class sessions, class sessions per week, time of day courses begin, place of study (on campus versus off campus), travel time to/from class, costs of courses, financial assistance, and desired/least desired services.

The wealth of information provided by Mr. Brickell in the short time allowed was remarkable; the detailed findings of the study will undoubtedly assist continuing education professionals in designing programs and services to better meet the demands of adults engaged in credit-level study.

Obviously, the full details of the study can best be obtained by securing a copy of the book, available at most college or university libraries, or by writing to the College Board directly.

For more information on this session or on the study, itself, contact Carol Aslanian, Director, Office of Adult Learning Services, The College Board, 45 Columbus Ave., New York, NY 10023-6992; (212)713-8000.

BUILDING A CAMPUS CONSENSUS FOR CONTINUING EDUCATION

Presenters: Richard L. Norris, Vice Provost
University Programs
The American University

Richard Roughton, Executive Director
Continuing Education
The American University

Moderator: Ann Mason
Indiana University-Purdue University
at Indianapolis

Recorder: Richard Eddy, Dean
Continuing Education
Brigham Young University

This workshop discussed the issues raised when a university develops a process to build a new campus consensus for continuing education. The presentation included The American University's experience with program review, the design of the "centrist model" for continuing education, and the implementation of a new comprehensive faculty-based continuing education program.

Consensus building is a "high road" approach wherein continuing education joins with the university in achieving institutional goals and supporting the greater mission. Understanding the institutional goals, continuing education cooperatively works with the colleges to fulfill college and continuing education missions together. This provides better service and academic opportunities to the students, leaves academic control with the colleges, directly supports the goals of central administration, and allows continuing education to play to the strengths of the institution as it serves.

Three models of continuing education exist today. These are: (1) centralized, (2) decentralized, and (3) "over there," which exists at some small colleges where no one knows what it does.

The American University has a student body of 12,000 from 121 nations. Recently, Continuing Education directed summer sessions, had very little consensus among the institution and a poor image. The provost put Continuing Education on his agenda for one year's comprehensive review and to determine what its mission should be. It was decided that Continuing Education would build and concentrate on the academic strengths of The American University. A new executive director was hired.

We proceeded with the philosophy that consenses building:

1) has some distinct, significant advantages for continuing education and the institution, faculty and students;

2) is a way to work cooperatively and better within the institution to achieve a better education environment for all students;

3) involves some struggle, some tension, and encouraging and benefitting from our differences which allows us to build on our strengths;

4) invites everyone to join continuing education in exploring new approaches and new audiences, and provide new learning opportunities for students;

5) assures the colleges that they have control over academic programs and join with continuing education in a sense of ownership and responsibility;

6) is the best means to achieve our goals for continuing education and The American University;

7) allows building bridges between faculty and external consultants (practical, downtown practitioners) and linking university with the community;

8) creates a continuing dialogue with the faculty about adult students and their needs and contributions; and

9) constructs collegial relations with faculty, department chairs, and deans in the design of programs.

There are certainly obstacles to a consensus building approach at institutions. These, too, were discussed:

1) Sometimes a preoccupation with the development of the continuing education organization and excessive centralization exists and it is apart from rather than part of the university;

2) A great emphasis on research and other demands on faculty robs continuing education of faculty involvement so continuing education opposes the research mission of the university and loses respect; and

3) Excessive use of part-time/adjunct faculty for convenience and economic advantages distances university's faculty and inhibits consensus building and stronger

academic work.

There seem to be seven keys to consensus building which are based on the high-road philosophy and approach of joining with the university in achieving its goals and mission. These are:

1) Play to the institution's strengths and find your own niche rather than trying to do everything or replicate others;

2) Organization should follow program and services--announce the program and serve the students first and allow the organization to follow;

3) Make certain there is a mandate and mission for a new position, not just a position description. There also must be a certain amount of flexibiity for the new person to define the position. A selection committee plays an important role in this process;

4) Connect with the institution's goals and with the central administration. Continuing education's goals must be harmonious with and apply to and support the larger institutional goals to be accepted and supported;

5) Continuing education's goals should similarly apply to and support the various college's goals and work except when college goals may be opposition to the institution's goals;

6) Continuing eduction should establish a network with the institution's service units like the career center, student life, registrar and advisement; and

7) Continuing education must involve the faculty of the institution and develop a win-win working relationship with the facutly where they receive benefits/opportunities other than the honorarium. The faculty are usually more interested in tenure and research than in teaching for continuing eduction to make money.

Sorry. . .follow-up information unavailable.

STUDENT SERVICES IN CONTINUING EDUCATION

Presenters: Michael Perillo, Associate Dean
School of Graduate Studies and Continuing Education
Southern Connecticut State University

Lee J. Glines, Administrator
Student Services
Brigham Young University

Moderator: Kathy Hyman
Purdue University

Recorder: Judith Donaldson, Director
Career Programs
New York University

Individualizing Academic Counseling of 2,000 Part-Time Undergraduate Students with A Limited Professional Staff-(Michael Perillo)

This presentation was designed to demonstrate how a limited administrative staff of two and one-half professionals can relate to the academic needs of 2,000 undergraduate matriculated and non-matriculated part-time students with a one-on-one approach.

Mr. Perillo began by defining the issues he has addressed in developing his academic advisement system. They are:

- How can you advise a large number of students with a limited staff?
- How can individualized letters be sent to each student?
- How do you maintain contact with students who "drop out?"
- How do you track the academic progress of students?
- How do you keep updated lists of students (including GPAs, credits, etc.)?
- How do you inform students, on a personal basis, of academic options, issues, and problems?

A frame of reference was provided regarding the institutional structure and staff so that participants could have a perspective on the Southern Connecticut State University Continuing Education situation. Mr. Perillo used overhead transparencies to present this information as well as to clarify the points in the remainder of his presentation.

The key to providing advisement to his 2,000 students was systemizing and computerizing. He divides students into categories and sends personalized letters to all students (based on their category) and invites students to arrange an appointment with an advisor in his office. Approximately 45% of the students respond by requesting an appointment. The purpose of this academic counseling is to make certain that students are aware of the available services.

Mr. Perillo also described "Operation Fresh Start," a program designed to give a second chance to students who have been academically dismissed. One year later they can be accepted as provisional students; upon completion of' 9 to 12 credits with grades of A and B, sutdents can be removed from the provisional status.

Due to time constraints, Mr. Perillo was unable to complete his presentation. This was basically a presentation of technical and administrative systems.

Student Services for Independent Study Students - (Lee Glines)

Mr. Glines described the student support services offered to a rather extensive population of students pursuing independent study coursework at Brigham Young University. Nineteen thousand students were served in 1987-88; 75% of these students are residential, matriculated students on the BYU campus while the remaining 25% are students who participate only through correspondence or home study (called independent study at the University). The implementation of these services is particularly impressive and important because the Independent Study unit has experienced considerable growth in the recent year.

The student services provided by the unit are primarily the processing of independent study lessons. The student services group locates faculty to supervise independent study courses, sends and receives lessons from students, and forwards the lessons to faculty for evaluation. They manage the independent study process.

Efficiency is important in order to serve students. Their challenge is to get feedback back to students as soon as possible because this is critical to student motivation. Two factors are critical to this: 1) computerization and personalization of letters and responses to students; and 2) a faculty incentive program which pays higher compensation for lessons evaluated immediately.

Mr. Glines commented, as well, on the quality control of the independent study courses. All courses are modeled after courses that are offered on the campus. Faculty are compensated for designing independent study formats for these courses.

He also mentioned that the independent study course option is marketed in the student advisement centers on campus as well as in the student newspaper.

For more information on this session, contact Michael Perillo, Associate Dean, School of Graduate Studies and Continuing Education, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515, (203)397-4326; or Lee Glines, Administrator, Department of Independent Study Student Services, Brigham Young University, Provo, UT 84602.

APPLICATIONS OF NEW TECHNOLOGY

Presenters:
Susan Bridwell, Assistant Dean
Telecommunications Instruction and Independent Learning
University of South Carolina

Wayne Lott, Associate Dean
Division of Continuing Education
Brigham Young University

Moderator:
Karl Rodabaugh
Conferences and Special Programs
East Carolina University

Recorder:
L. Allen Churchill, Coordinator
Personal Development Programs
East Carolina University

Delivery Systems - Susan Bridwell

We all have a great deal to learn when we attempt to use the new technology that is available. There are things to keep in mind when using the new technology. The most important thing is the purpose. Telecommunication is a very powerful and pervasive alternative to the traditional classroom setting. Telecommunication enables the university to take instruction beyond its walls and receive knowledge from other places.

There are some resources that have been helpful and they are: (1) a 1985 study by the University of Wisconsin. They have also recently conducted another one, but the older study by this pioneer and leader in use of telecommunication technology is recommended; and (2) the Corporation for Public Broadcasting in 1986 which looked at statistical information.

Continuing education is where telecommunication belongs; continuing educators should not be intimidated by the technology because there are technicians who know about the operation. We should form relationships with them and learn enough so that we can learn how to utilize the technology for adult students.

Management Systems - Wayne Lott

In this part of the session, Wayne Lott advised his audience to not let the techology get ahead of us, and not to worry about it. If we are unfamiliar with the technology, we should hire someone who is, and then work to apply the technology. We must do everything in our power to use technology or applications that can be used in our area. It is assumed that we are looking for better ways to handle our programs.

The presenter demonstrated a 270-day planner used for programs at Brigham Young University. This standard form is useful as they arrange 800 to 1,000 programs during the year. He also demonstrated how to register by telephone, which is being done by BYU.

For more information on this session, write to Susan Bridwell, Assistant Dean, Telecommunications Instruction and Independent Learning, University of South Carolina, or to Wayne Lott, Associate Dean, Division of Continuing Education, Brigham Young University.

WHAT MARKETING PSYCHOLOGY MEANS TO BROCHURE DESIGN

Presenter: Kenneth Foster, Director
DCWE Marketing
University of Utah

Moderator: Harriett Bennett
Indiana University-Purdue University at Indianapolis

Recorder: Alan K. Young, Assistant Program Administrator
Conferences and Workshops
Brigham Young University

The term "psycagraphics," meaning the psychological traits of our consumers, was the focus of this presentation.

For any number of reasons, psychological or logistical, we do not all see an advertisement and immediately run out and purchase the item. There exists a "hierarchy of effects"--1) presentation, 2) attention, 3) comprehension, 4) yield, 5) retention--that affects our desire to purchase an item that is advertised.

Unless we can, with our marketing piece, "cause" a reader to actually look at, and read the information on the piece, he/she will never have the chance the comprehend the information.

There are two critical variables that are used to get attention. Research has shown that:

1. Relevance-an exciting need, novelty or creative appeal;
2. Frequency-if we can get the message across several times, the chances of the product being sold goes up. The longer the length of time a person reads a brochure acts the same as frequency of reading. We should place the title of the program several times in the brochure for exposure.

Covert Involvement: As consumers, we get mentally involved with things that move us. The lemon test--when a lemon is eaten by a person, those who watch will salivate, a reaction to the visual and audio stimuli.

We spend our lives, as advertisers, seeking words that sell. There is a book, Words That Sell, that may help you in your search for those ever important words. More academic books are available also, such as The Dictionary of Cultural Literacy.

Consumers process information in their short term memory and if deemed important it is placed into long term memory and positioned in such a manner as to be associated with information that is similar. When recalling the information "nodes" we recall more than one information cell, example: the words "Ford Pinto," the information called to our conscious memory may be car, built by Ford, that is a fire ball when struck from behind.

The question of the day is: What do they think of us out there?

The less exposure the public has of your institution the more important the promotional material should be. So, look at your marketing and publicity pieces and ask yourself "what do they think of us out there?" No matter how small your marketing deparment is, it is the department that will receive the most attention.

Marketing is more of a philosophy than a logistical process. It should be determined in your department what king of "image" you want to have in the marketplace.

The brochure has two different functions:

Informational--most of the promotional materials that I see from educational institutions are of this nature. It does not seem to move anyone.

Motivational--plays upon people's emotions. Photography or bold words can help to provide a little more to the information of the brochure.

There are some methods that can help us to overcome attention screening:

Mental Completion--takes advantage of knowledge that all consumers of your product will have. Or create a process where mental completion will be required by humans. Example: "You can take Salem out of the country....but you can't take the country out of Salem." The first phase of the campaign was to introduce everyone to the jingle and the second phase was to only sing the first part of the jingle and have the consumer complete the song in their minds.

How do we incorporate this into our marketing? Place an arrow on the front of the cover and the consumer will open up the brochure, even if the brochure has nothing to do with the product. Anything that is incomplete will cause the consumer to find the completion inside. We do not like things that are left undone.

Counter Argumentation--Suggest that it is healthy and normal to counter aruge any perceived marketing aimed at us.

Distraction Hypotheses--If I can distract you from the persuasive part of the message with something clever, or novel or creative, you will be more willing to listen to it. That is why you see so many clever and catchy jingles about beer commercials.

Presentation of Slides

Positioning the ad relative to a season is important. Example: While considering the fall campaign, the thought of "what is currently in the minds of our target audience" is a vital question to ask.

Ads that get the person involved or helps to bring emotion into the idea helps to break down the barriers and keeps your audience involved with your marketing piece.

Ethology--Study of animals in their natural environment, or the study of the human animal in its natural environment. Learn how people react to different stimuli, how they treat marketing brochures and catalogs. This can help you in your ability to produce a piece that will find its way to your audience.

The whole idea is to get to know your target groups, through one-on-one interviews, through focus groups, through the career counseling center at your university or college--finding out what the adult learner is thinking about, what their concerns are and how you can satisfy those needs.

For more information on this session, contact Kenneth Foster, DCWE Marketing, University of Utah, University & 200 South, Salt Lake City, UT 84112; (801)581-6461.

CONTINUING EDUCATION FOR BUSINESS: ISSUES, THREATS AND OPPORTUNITIES

Presenter: Charles F. Falk, Dean
College of Business
Eastern Kentucky University

Moderator: Carl Lewis, Dean
College of Continuing Education and Public Service
Illinois State University

Recorder: S. Kenneth Robbins, Administrator
Brigham Young University

The presenter addressed two general topics. On the one hand, Dr. Falk discussed the contrast between two different views of management education. Since Dr. Falk's background includes movement in his academic career between leadership positions in the not-so-traditional continuing education function at Eastern Kentucky University to the traditional business programs as Dean of the College of Business, he is eminently qualified to discuss how education may be viewed differently by leaders in these two areas. In his discussion, the "frictions" between these leaders which is prevalent on some campuses were noted, as well as ways in which such friction may be reduced or eliminated.

In moving from conflict to collaboration, it was suggested that there are several motives for a busiess school dean to become more extensively involved in continuing education-like activities. Several of these include:

1. Management education provides a revenue stream opportunity.
2. Management education provides a way in which the business school can provide direct service to the business community.
3. Management education is a way to channel more money to "marketable" faculty members.
4. Management education can be a faculty development forum.
5. Management education can be a showcase for faculty research outcomes.
6. Management education can be a test vehicle for new

course ideas.

7. Management education can be a way to enhance the case for fund raising.

8. Management education provides a way in which the name of the business school can be kept in front of the public eye.

In moving toward a more effective working relationship, Dr. Falk pointed out that collaboration begins with communication. In his words, "As an example, prior discussion with a business school dean and/or department chair is an essential before either business school faculty or external resources are contracted for use in continuing management education activities."

Other factors discussed include:

A posture of mutual respect will be helpful and can lead to improved organizational arrangements. It is always helpful to define your "marketing niche" for multiple programs and determine before hand an agreement or understanding about who is to do what.

A critical concern for continuing education people is whether or not we really have services of value to offer main-line academic units. Some examples of services that continuing education professionals have been and should be able to provide include, but are not limited to, the following:

1. Conduct needs assessment and event follow up.

2. Marketing and promotion expertise.

3. Direct mail marketing techniques, including capacities for developing and managing computer-based, in-house, or broker acquired mailing lists.

4. Conference planning and implementation services.

5. Audio-visual and technical support services.

6. Provide for credit programs, student personnel services, counseling, financial aid, registration assistance, and similar matters.

The second phase of the lecture included an overview of what was labeled as "murky future" for management education. This murky future poses several challenges for management and continuing educators. One set of challenges involves coping with potentially negative factors emerging from the changing business and economic environment. The other set of challenges take the form of capitalizing on opportuities for new or expanded management education programming that emerge from the environment. The presenter disussed some of those areas of concern:

1. A shake-out of noncredit providers may be in the offing.
2. More "players" are bound to get into the credit game.
3. Impact of the AACSB report which call for business schools to take a much stronger position in the realm of continuing education and development of managers.
4. Promotional message "clutter" is causing problems and confusing consumers.
5. A reduction of middle managers and "restructuring" of American Business is leaving organizations with fewer managers to develop.

In short, business education is being challenged in many ways--only some of which could be covered in Dr. Falk's lecture. It is an exciting time to be involved in any of the many manifestations of management education. Business and continuing educators must be alert to the changes in the business context if they expect to successfully cope with the threats and take advantage of opportunities posed therein.

For more information on this session, contact Dr. Charles F. Falk, Dean, College of Business, Eastern Kentucky University, 317 Combs Classroom Bldg., Richmond, KY 40475; (606)622-1409.

DEMONSTRATIONS OF NEW TECHNOLOGY: THE OPTEL SYSTEM & SATELLITE DELIVERY SYSTEMS

Presenters: J.C. Phillips
Virginia Department of Information Technology

Mike Manginelli and Al Gross
Optel, Inc.

Fritz McCameron
Louisiana State University

Moderator: Jerry Hickerson
Winston-Salem State University

Recorder: Karl Rodabaugh
East Carolina University

Under the auspices of ACHE's Committee on Application of New Technology, demonstrations took place involving two current telecommunications technologies: the Optel PC-based system and Virginia's satellite delivery system. (A scheduled third presentation on interactive videodisc systems was cancelled due to budgetary restraints imposed upon the National Science Center for Communications and Electronics.)

Via a special ad hoc transmission/receive system established by Optel/VDIT/ECU/Mountain Bell, J.C. Phillips described the satellite delivery system operated by the Virginia Dept. of Information Technology. While broadcasting from a remote site in Virginia, Phillips categorized the purpose of his system, narrated its history and accomplishments, detailed the equipment and locations, and answered questions posed by the audience located in Salt Lake City. Thus, the demonstration permitted interactive participation made possible by the very technology under discussion. A secondary feed to East Carolina University permitted passive participation there by other interested parties.

Satellite delivery of educational programming is accomplished almost daily by the Virginia Dept. of Information Technology (VDIT). In keeping with the state's growing needs, the capacity for program delivery is profound: more than 1,000 videoconferences are produced and broadcast each year. The Virginia system is comprised presently of three C-band uplinks connected to a microwave relay network. The cities of Richmond, Blacksburg and Charlottesville are uplink locations, while Richmond serves as the microwave hub. VDIT owns three telephone bridges with as many as 48 ports, connecting together about one hundred sites in Virginia. When a new KU-band uplink becomes operational at Old Dominion University, Virginia will possess the most advanced educational delivery capability in the nation. VDIT will then combine uplinks and downlinks with microwave relays to connect 11 sites, each with the potential for simultaneious transmission and local participation in two-way interactive videoconferences.

Via the same ad hoc system, Mike Manginelli, Al Gross, and Fritz McCameron joined together, technologically, that is, to demonstrate the Optel system. The three presenters used the very technology under discussion to connect the audience in Salt Lake City with presenters in New York City (Manginelli) and Baton Rouge, Louisiana (McCameron). Gross was on-site at the ACHE meeting.

At a growing number of institutions across the nation, the Optel system facilitates what LSU describes as "Telelearning--a form of audiographics instruction." The Optel equipment consists minimally of a personal computer with monitor and electronic graphics pad, omnidirectional microphones, and audio speakers linked via telephone lines with similar equipment at distant locations. The system permits full two-way interaction between two-way audio, and two-way graphics communication. Both voice and graphics signals are transmitted in real time over a single telephone line, promoting a high degree of interaction as well as superb cost-efficiency when multiple sites are connected. The graphics pad serves as an effective electronic chalkboard, but additional graphics capabilities are possible through storage on discs, or by importation from other software. With the greatest of ease, the classroom teacher can retrieve stored graphics (or other data) at the appropriate time during class sessions. At the same time, students at distant locations can prepare and transmit graphics and other items. LSU is using the Optel system to deliver cost-effective credit classes throughout the state.

Special thanks are owed to the following individuals for their essential contributions to the success of this session: Frank Santiago, Joe Fantl, Scott Evenbeck, Allen Churchill, and the anonymous members of Mountain Bell's technical staff.

For more information on this session, contact Karl Rodabaugh, Conferences & Special Programs, East Carolina University, Greenville, NC 27858-4353; (919)757-6143.

PART THREE: BUSINESS MEETINGS

ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Annual Meeting
October 30-November 2, 1988
Salt Lake City, Utah

Call to Order

President Hal Salisbury called the 50th Annual Meeting of the Association to order at 9:00 am, October 31, 1988 at the Marriott Hotel, Salt Lake City, Utah. President Salisbury called the business session of the meeting to order at 11:50 am, October 31, 1988 in Salt Lake City, Utah. The meeting was recessed at 12:50 pm. The meeting was reconvened, November 2, 1988 at 6:30 pm and adjourned at 9:30 pm.

Minutes

Executive Vice President Roger H. Sublett moved approval of the minutes of the Annual Meeting on November 8-11, 1987 in Indianapolis, Indiana as printed in the 1987 Proceedings and distributed. The motion was seconded and it carried.

Membership Report

Executive Vice President Sublett reported on the membership information contained in the written report available to all members. He read the list of new institutional members. The motion was seconded and carried. The new institutions are as follows:

- American University of Paris
- Bay State Junior College
- California State University, San Bernardino
- East Central University
- Greensboro College
- Howard University
- Indiana State University
- Jackson State Community College
- Mississippi College
- University of North Carolina at Asheville
- Nova University
- State University of New York, Stony Brook
- Thomas Jefferson University
- Thomas More College
- Union College
- Virginia Polytechnic Institute and State University

Western Kentucky University
Westminster College

Executive Vice President Sublett also reported that one affiliate member has joined ACHE:

The Education Center of Sheppard Pratt

The membership report appears in Appendix A.

Financial Report
Executive Vice President Roger Sublett reported on the Association's financial status and discussed the financial report available to all members as a handout. The financial report shows a total of $93,282.25 on hand. The yearly audit will be conducted by a CPA following December 31, 1988 and will be printed in Five Minutes with ACHE for distribution to the membership. Sublett moved approval of the financial report; the motion was seconded and it carried. The financial report appears in Appendix B.

Nominations
James Vondrell, Chair of the Nominations Committee, presented the slate of officers. The nominee for president-elect is John Michael Sweeney. Vondrell moved acceptance of the nomination of Sweeney. It was seconded and carried. The floor was opened for the nominations for president-elect. There were none. There was a motion to close the nominations; it was seconded and passed. The nominations committee nominee for vice president is Sam C. Bills. Vondrell moved acceptance of the nomination of Bills. It was seconded and carried. The floor was opened for nominations for vice president. There were none. There was a motion to close nominations; it was seconded and passed. The nominees for director-at-large were S. Joseph Fantl, Carol P. Holden, Jan Ropp Jackson, Robert J. Miller, Leo J. O'Hara, and R. Oakley Winters. Vondrell moved acceptance of the nomination of these five candidates; it was seconded and carried. The floor was opened for nominations for director-at-large. There were none. There was a motion to close the nominations; it was seconded and passed. The nominations report appears in Appendix I.

Resolutions
Past-President Nicholas E. Kolb called for resolutions related to the Association for Continuing Higher Education as well as those related to other education issues.

Board Action from October 29 and November 3 Meetings
President Salisbury announced the restructuring of the Western Regions. Region IX has been redrawn to include Arizona (currently in Region X), California, Nevada, Hawaii, Korea, and Asia.

Region XI has been created to include Washington, Oregon, Alaska, Idaho, Montana, Alberta, and British Columbia (all currently in Region IX).

At the recommendation of the Awards Committee, several new awards have been created. For the first time in ACHE, program awards will be given in 1989. There will be an award for the "Credit Program of the Year" and for the "Noncredit Program of the Year."

Plans for the creation of an "Expertise Sharing" Directory continue. The committee is working to refine information previously gathered. A questionnaire will be published in an upcoming issue of Five Minutes with ACHE.

The Ad Hoc Committee on Marketing has presented a very comprehensive report with recommendations for marketing the Association. The Board is reviewing the report and will be implementing the recommendations.

Committee Reports
President Salisbury directed attendees to pick up copies of committee reports available at the table in back of the meeting room. Committee reports which were submitted appear in Appendices C-N.

Constitutional Changes
Leslie Jacobson, Chair of the Constitution and By-Laws Committee, presented the report which had been mailed to institutional members with proper notice prior to the annual meeting. Five changes to the Constitution and By-Laws were presented. Jacobson moved acceptance of the changes in the Constitution: Article V, Section 4, Article V, Section 13 and Article V, Section 10. The motion was seconded and it carried. Jacobson moved acceptance of two By-Laws changes: Article III, Section 8 and Article IV, Section 1, Number 1. The motion was seconded and it carried. Accepted changes to the Constitution and By-Laws are printed in these Proceedings. The constitutional amendments appear in Appendix G.

Election for Board of Directors
President Salisbury reintroduced candidates for offices. A motion was made and seconded to elect John Michael Sweeney as president by acclamation. The motion carried. A motion was made and seconded to elect Sam C. Bills as vice president by acclamation. The motion carried. Printed ballots were distributed at the door to members of ACHE in good standing. Six candidates were listed on the ballot for the three director-at-large positions. The three who received the highest number of votes were elected. Votes were counted by Bill Barton, Leslie Jacobson, and Gail Nelcamp. Jan Ropp Jackson, Robert H. Miller, and R. Oakley Winters were elected to three-year terms as director-at-large. Carol Holden was elected to the Board to complete the two-year term vacated by Sam C. Bills' election as vice president.

1989 Budget
Wayne Whelan presented the proposed budget which had been distributed to members in attendance at the meeting. Whelan moved acceptance of the finance committee's report. The motion was seconded and it carried. The approved budget appears in Appendix E.

Resolutions
Past-President Nicholas Kolb read ten resolutions. He moved adoption of each. There was a second on each resolution and they were approved as read. The approved resolutions appear in Appendix O.

Emeritus Certificates
The following emeritus certificates were presented: Raymond J. Ast, Kermit K. Johnson, W. Wayne Hinish, Herman Phelps, and Frank Funk.

Awards
The following awards were presented at the banquet: Meritorious Service, Sherman V.N. Kent; Special Recognition, James "Red" Duke, M.D.; Editor of Proceedings, Jan Ropp Jackson; Local Arrangements, Frank Santiago; Program, Sam C. Bills; Honorary Life Membership, Frank Funk.

Certificates of Charter Members were given to recognize those charter members in attendance who are still active in ACHE:

University of Akron, Brooklyn College, University of Cincinnati, Drexel University, Loyola University, University of Nebraska at Omaha, University of Pittsburgh, Texas Christian University, University of Toledo, and Washington University.

Transition of Presidency

Outgoing President Hal Salisbury thanked ACHE members and leaders for their assistance during the past year. He called upon incoming President Peter K. Mills to assume the presidency. President Mills presented Hal Salisbury with a gift of appreciation from the Association.

Adjournment

President Peter K. Mills declared the meeting adjourned.

PART FOUR: APPENDICES

APPENDIX A
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

MEMBERSHIP REPORT
September 30, 1988

	1987	**New 1988**	**Cancelled 1988**	**Total 1988**
Affiliate Class				
Institutions Represented	8	1	1	8
Individual Representatives	16	1	6	11
Institutional Class				
Institutions Represented	245	19	10	254
Individual Representatives	1,043	92	48	1,087
Professional Class				
Institutions Represented	304	76	21	359
Individual Representatives	352	112	30	434
Honorary Class				
Individual Members	19	1	1 (deceased)	19

Members in 47 states, the District of Columbia, and five foreign countries (Canada, France, Japan, Korea, and Switzerland). 1,551 individuals representing 621 different institutions and organizations.

Institutional Membership Cancellations

- Centenary College
- Manhattan College
- *Miami-Dade Community College
- Morris Brown College
- University of Pennsylvania
- St. Thomas Aquinas College
- *Tennessee State University
- Thomas More Institute-Adult Education
- Troy State University
- Ulster County Community College

(*cancelled due to non-payment (1986 and 1987 dues owed.)

Affiliate Cancellations

Griffis AFB Education Center

(A list of new institutional and affiliate members can be found in the **Membership** section of the Business Meetings summary, Part Three of this publication.)

APPENDIX B
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

FINANCIAL REPORT
January 1, 1988 - September 30, 1988

INCOME:

Institutional Dues		$51,675.00
Professional Dues		12,355.00
Affiliate Dues		200.00
Miscellaneous		
Publications	$1,629.50	
Application Fees	1,900.00	
Other	860.20	4,389.70
Interest		
Checking	$ 232.64	
Savings	925.40	
CD	3,369.96	4,528.00
Balance from 1987 Annual Meeting		19,116.36
TOTAL		**$92,264.06**

FINANCIAL REPORT, continued

EXPENSES:

Publications	
Newsletter	$ 2,255.00
JCHE	7,922.31
Proceedings	2,671.20
Directory	2,470.49
Brochure/Constitution	0
Miscellaneous	0
Office Expenses	
Secretarial	4,691.24
Office Supplies	1,126.35
Printing and Duplications	1,649.12
Telephone	260.34
Postage	6,411.05
Accounting	425.00
Bond and Insurance	0
Computer Service	570.00
Miscellaneous	0
Travel	
General	3,909.30
Board Meetings	7,647.24
Committees	2,521.00
Executive Committee	3,111.97
President	4,043.18
Honoraria	
Executive Vice President	3,000.00
Editor - JCHE	1,000.00
Administrative Expenses	
Board Meetings	277.63
Committees	5,291.11
Annual Meeting	400.00
Executive Vice President	173.00
President	800.00*
Dues - CAEO	200.00
Refunds	266.00
TOTAL	**$63,092.53**

(*$800 stipend allocated to Western Regions by the Board of Directors.)

FINANCIAL REPORT, continued

BALANCE ON HAND:

Bank	Type of Account	Maturity Date	Interest Rate	Balance
Citizens National Bank	Checking		5.00%	$ 2,435.58
Citizens National Bank	Savings		5.917%	7,798.50
Citizens National Bank	6 mo. CD	2-21-89	6.20%	30,301.75
Citizens National Bank	6 mo. CD	10-11-88	6.35%	15,246.39
Citizens National Bank	6 mo. CD	2-28-89	7.40%	17,500.03
Citizens National Bank	6 mo. CD	10-5-88	6.35%	20,000.00
TOTAL				**$93,282.25**

(*interest rate payable on 10-1-88; market rate adjusted weekly)

SUMMARY:

Total Income - 1988 YTD $92,264.06	
Balance from 1987	64,110.72
Less Expenses - 1988 YTD	63,092.53
TOTAL ON HAND	**$93,282.25**

APPENDIX C
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Applications of New Technology
Committee Report
1987-88

Membership
Karl Rodabaugh, Chair; Susan Bridwell; George Meyer; Janet Caruso; Jerry Hickerson; Randall Brown; Joe Fantl, Board Liaison

Charge
To help the membership become aware of the potential uses of telecommunications, computers, and other technological developments.

Committee Action
The Committee presented successful proposals to the 1988 ACHE Program Committee for two sessions on technology which were conducted at the 1988 Annual Meeting. These activities required considerable effort on the part of committee members. Financial support came from East Carolina University and from Optel, Inc. During the year, the committee devised and implemented a USER SURVEY, resulting in excellent responses from current telecommunications users and apparently revealing an abysmal lack of direction and planning within academe for further applications. The Committee identified a cadre of technical advisers and resource persons, including Dr. William Ketner, Ms. Becky Dunning, Dr. Charles McCloy, Dr. John Strange, Mr. Paul Adams, Mr. Joe Hay, Dr. J.C. Phillips. Finally, the Committee adopted the following "statement of principle:"

> Massive developments in communications technology have produced new currents in the classroom which can benefit all categories of learners: young and old, credit and noncredit, degree and non-degree, traditional and nontraditional. Modern educators can take advantage of today's technology by extending the classroom far beyond its traditional limitations. As professionals serving higher education, we need to know how to apply the new technology to create educational opportunities once thought to be impossible. We can use the new technology to expand the frontiers of human potential; we can enter new dimensions of the learning process; we can construct methods of instruction which benefit learners in exciting new ways. If we apply the new technology in the optimal fashion, we can extend educational opportunities beyond existing boundaries and tailor the learning process to fit the needs of the individual. As a result, we can enhance

the teacher's power and expand the learner's potential.

Respectfully submitted,

Karl Rodabaugh
Chair

APPENDIX D
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Awards Committee Report
November 1988

The Awards Committee made 200 copies of its annual report and 300 copies of the awards nominations packets available to the membership at the forty-ninth annual meeting in Indianapolis. In the fall of 1987 and again in 1988, a letter was written to all regional chairpersons asking them to encourage those attending their regional meetings to participate in the awards nomination process.

In November, 1987, an announcement regarding awards nominations appeared in Five Minutes with ACHE, and a nominations packet with a cover memo was mailed from Evansville to each member.

Recommendations of the Awards Committee:

Meritorious Service Award:	Sherman V.N. Kent
Leadership Award:	No nominations
Special Recognition Award	The W.K. Kellogg Foundation

In an effort to generate more interest in the awards process and to elicit more responsiveness on the part of the membership, the ACHE Board of Directors instructed the Awards Committee to undertake a study of the types of awards presently given by ACHE and to recommend other types of awards which might be of interest and significance to the membership.

At the conclusion of this study, ten recommendations from the study committee were presented to the Board of Directors for their consideration and possible action at their meeting in Salt Lake City.

Respectfully submitted:

Robert DiBella
Hal Funk
Vann Gunter
Richard Marksbury
Lynn Penland
Robert Stakes
Alan Thompson, Chair

APPENDIX E
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Budget and Finance Committee
Approved Budget
January 1, 1989-December 31, 1989

INCOME:

Institutional Dues (255 @ $200 ea)		$51,000.00
Affiliate Dues (5 @ $200 ea)		1,000.00
Professional Dues (432 @ $35 ea)		15,120.00
Miscellaneous		
JCHE	$2,250.00	
Proceedings	75.00	
Application Fees	1,000.00	
Other	1,250.00	4,575.00
Annual Meeting		4,000.00
Interest		4,500.00
TOTAL INCOME FOR PERIOD		$80,195.00
TRANSFER FROM SAVINGS		7,554.00
TOTAL		**$87,749.00**

EXPENSES:

Publications	
Newsletter	$ 3,100.00
JCHE	12,000.00
Proceedings	3,000.00
Directory	3,200.00
Brochure/Constitution	2,500.00
Miscellaneous	0
Office Expenses	
Secretarial	7,800.00
Office Supplies	1,400.00
Printing and Duplication	2,800.00
Telephone	450.00
Postage	9,000.00
Computer Service	570.00
Accounting	500.00

Bond	229.00
Liability Insurance	2,500.00
Miscellaneous	0
Travel	
General	2,300.00
Board Meetings	8,500.00
Committees	2,200.00
Executive Committee	4,400.00
Presidential	5,000.00
Honoraria	
Executive Vice President	6,000.00
Editor - JCHE	2,000.00
Administrative Expenses	
Board Meetings	250.00
Committees	
Research	2,000.00
Other	1,500.00
Annual Meeting	
Advertising	2,000.00
Presidential Reception	1,000.00
Executive VP	500.00
Presidential	800.00
Dues - CAEO	200.00
TOTAL EXPENSES FOR PERIOD	**$87,749.00**

APPENDIX F
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Career Change
Committee Report
November 1988

The Career Change Committee for 1987-88 is pleased to report that its purpose, which is to foster the exchange of information about career changes, was carried out successfully. The Committee organized two presentations for the 1988 ACHE Annual Meeting. One of the sessions, "The Winning Formula," provided information on skills and techniques which can help continuing education professionals who are considering a career change. In addition, the Committee developed a session "Addressing the Career Change Needs of Adult Students." The purpose of the second session was to expand the Committee's offerings to include information on programs and services which assist adult students in making career changes.

The committee responded to two goals which were: (1) to make the membership aware of the notion of career change for continuing education administrators; and (2) to provide information on career change methods.

The Committee plans to pursue the regional planning and delivery of seminars on career change. It is the position of the Committee that certain career change activities (i.e. networking, role models, etc.) can be enhanced through sessions which focus on regional issues and resources.

Because the Committee had no budget for expenses, its member institutions absorbed any duplicating, mailing and telephone expenses. The Committee continues to support earlier recommendations that some travel money be provided for speakers who are invited to participate at the career change sessions held at the annual meeting.

Submitted by,

Glenda Kuhl
Chairperson

APPENDIX G
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Constitutions and By-Laws
Proposed Changes

CONSTITUTION:

Article IV Section 4: (page 5)	"The Board of Directors shall serve as the Committee on Membership. The Executive Vice President shall serve as Chair of the Membership Committee and shall appoint members of **optional resource** teams."
Article V Section 13: (page 5)	"Regularly elected regional **Chairs** will serve as a Council of Regional **Chairs** acting in an advisory capacity to the Board of Directors. The Council of Regional **Chairs** will meet at least once each year at the annual meeting with the Board of Directors and officers of the Association. There shall be at least one representative from each ACHE region. **The Vice President shall serve as Chair of the Council.**"
Section 10: (page 5)	**Delete section** (The Vice President shall appoint a Committee on Regions.)

BY-LAWS:

Article III Section 8: (page 8)	"The Editor of The Journal of Continuing Higher Education shall publish the periodical **in accordance with Board policy.**"
Article IV Section I: Number 1: (page 9)	"The annual dues for institutional and affiliate members shall be two hundred dollars. This includes two subscriptions to the Proceedings and a subscription to The Journal of Continuing Higher Education for each listed member."

APPENDIX H
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Human Resource Development Committee Report

This report presents the major areas of concern for higher education as identified by the HRD Committee. These areas are not presented in any particular order of importance, as they are all significant and important to address.

ISSUE: Population and Environment

- Changing demographics in the United States with a greater proportion of the population over 35 than under 35.

- Shifting population from the North and Midwest to the Southeast and Southwest.

- Retention to graduation rate in high schools of minority students is predicted to decline in the next decade making recruitment for colleges and universities even more competitive.

- The economy is generating new jobs, but mainly in the lower paying service sector. Employers are gearing up for a more poorly trained workforce and are utilizing robotics and "dumming down" techniques.

- Many more of our students in graduate programs will be foreign students. On the average, 43 or more percent of all U.S. graduate engineering students are foreign.

- Children now represent the largest group living in poverty in the U.S. In addition, over 50% of all children will live in single parent households in the future. The next groups to produce children in large numbers will be minorities, especially Hispanics, according to birth rate statistics. Minorities will cover a broader socioeconomic range than ever before, making simplistic treatment of their needs even less useful.

- There is continuing need for financial assistance for college students at both the undergraduate and graduate levels. Broad access to high technology education will be a growing problem if we wish to remain competitive as a country in international markets.

- Environmental issues are expected to become more important as more stress is placed on the eco-system due to pollutants and destruction of wildlife habitat and rainforests. The costs for cleaning the environment will become higher and assume political importance in the future.

- In general, there will be more competition, fewer resources, more pollution and crowding and a general lowering of the standard of living in this country unless drastic measures are taken soon. Education and technology must work together to solve the many problems of the late 20th century.

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Revkin, Andrew C. Endless Summer: Living with the Greenhouse Effect. Discover Magazine, October 1988.

U.S. Department of Labor. Workforce 2000. Washington, DC: Government Printing Office, 1987.

ISSUE: Economic Issues

- Shortage of jobs in so-called service industries, specifically nursing, secretarial and clerical areas. Problem accentuated in the Northeast.

- Retraining of displaced workers.

- Educational cost at private institutions will limit and disrupt the education of adults. Premise that limited educational options (state institutions driving private instititutions out of the adult education business) will adversely affect the economic productivity of our society.

ISSUE: High-Tech Industry and Education Partnerships

- Need to acquire and train replacement Engineering/Technical faculties.

- The role of emerging Centers of Excellence and government sponsored research and development.

- Need to forge stronger partnerships between academia and the high-tech industry.

- The role of academia in producing more scientists and engineers to assist in the enormous problem of international competitiveness.

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Naisbitt, John. Megatrends. New York: Warner Books, 1982.

Usem, Elizabeth L. Low Tech Education in a High Tech World. New York: The Free Press, 1986.

U.S. Office of Education, National Commission on Excellence in Education. A Nation at Risk. Washington DC: U.S. Government Printing Office, 1983, p. 13.

ISSUE: Adult Education

- Lack of continuing education personnel with degrees or training in Adult Education as a field of study.

- Why business/industry/government bypass colleges/universities for their training needs. How can colleges/universities better meet the needs of business/industry/government.

- Assist continuing education divisions to strategically plan and to provide insight into making those plans fit into the larger strategic plans of the university/college.

- Develop awareness of and an impact upon public policy at all levels (national, state, county and local).

- Assist Adult Education faculty with information from current Adult Education practitioners to ensure that their programs reflect the actual continuing education environment.

ISSUE: The Serious Problem of Adult Illiteracy

Bibliography

Brizius, Jack and Foster, Susan. Enhancing Adult Illiteracy: A Policy Guide. Washington, DC: Council of State Policy and Planning Agencies, 1987.

Fingeret, Arlene. Adult Literacy Education: Current and Future Directions. Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education. (Information Series No. 284), 1984.

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Kazemek, Francis E. and Rigg, Pat. Adult Illiteracy: An Annotated Bibliography. Newark, DE: International Reading Association, 1984.

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Venezky, Richard L., Kaestle, Carl F., and Sum, Andrew. The Subtle Danger. Princeton: Center for the Assessment of Educational Progress, Educational Testing Service, 1987.

ISSUE: Geo-political Issues

- What is the obligation of the college/university in addressing the ever increasing potential polarization of peoples both within and among nations which is caused by technology and its potential for large-scale efficiencies through automation.

Bibliography

Elman, Sandra and Lyntton, Earl. New Priorities for the University. New York: Jossey-Bass, 1987.

ISSUE: Community Outreach Issues

- Literacy, as approximately 10% of the U.S. population is functionally illiterate.

- Training of workers to provide quality childcare.

- Retraining of workers displaced due to technological advances or outside competition.

- To provide vocational and motivational training to unemployed and underemployed people to help give them a stake in the community.

- Address fields where labor shortages exist such as nursing and allied health fields.

- Preserve and develop links between business and non-profit agencies.

- Community outreach to underserved populations who are in need of educational competencies to become contributing members of the community and become self-sufficient.

ISSUE: Women's Issues

- Family issues such as dual career marriages, single parenting, and substance abuse.

- Moral and ethical issues surrounding reproduction such as teenage birth control, teen pregnancy, abortion, surrogate motherhood, and babies with AIDS.

- Personal safety issues such as rape, assault, robbery, spouse abuse, environmental pollution, and AIDS.

- Complexities involved in women remaining in top management positions including adequate preparation, role models, mentor relationship, sexual harassment, management styles, and technical training.

- Equal pay for equal work.

- Childcare issues.

- Issues of war and peace including the draft, women in combat, undeclared military campaigns, military expenditures, disarmament and nuclear warfare.

- Stress and effective use of leisure time.

The HRD Committee feels these global issues are sufficiently important to be discussed in general session(s) at the next annual meeting.

APPENDIX I
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Nominations Committee Report 1987-88

This report of the Nominations Committee addresses the qualifications of this year's slate of candidates for the various ACHE offices.

President Elect
John Michael Sweeney

John Michael Sweeney is currently Associate Dean of the Evening College and Adjunct Associate Professor of Business Administration at the University of Cincinnati. He received his Ed.D. in 1976 from the University of Cincinnati with a major in Psychology/Counseling. "Mike" has been active in ACHE since 1967. At the national level, his service to the organization includes: Vice President (1987-88); Director-at-Large, Ache Board (1985-87); Chair of the Program Committee (1987); Chair of the Western Regions Task Force (1987-88); member of the Strategic Planning Committee (1987-88); member of the Program Committee (1983, 86-88); member of the Finance Committee (1983-85); member of the Professional Staff Development Committee (1981-82); Chair of the Legislation and Legal Issues Committee (1983-85). At the regional level, he has served as Chair of Region VII (now VI) (1974-75) and hosted the Region's annual meeting in 1975. Mike has presented papers at the national meeting (1977, 79) and at the Region VI meeting in 1978. He has been a moderator and recorder at several ACHE annual meetings and was also a consultant to the ACHE home office on computerizing their office. He also published several reports on Legislation and Legal Issues in Five Minutes with ACHE and Proceedings.

Statement of Goals: Membership in ACHE is very strong in eastern United States and strong in the midwest and south. The organization needs to develop membership in the western regions and Canada. It would be a major goal of mine to continue the work of the Western States Task Force toward creating conditions which are favorable to promoting membership and participation in these areas.

Vice President
Sam C. Bills

Sam C. Bills is the Director of the University Evening School at the University of Tennessee. He received his Ed.D. in Educational Administration from the University of Tennessee in 1967. Sam's association with continuing education and his involvement with ACHE dates back to 1962. Since that time his service to ACHE at the national level includes: Director-at-Large, ACHE Board (1987-88); Chair of the Program Committee (1988); Finance Committee member (1985-87); member of the Nominations Committee (1977-78); Editor; Proceedings of Annual Meeting (1982); Program Committee member (1977, 89, 81, 82); member of Local Arrangements Committee (1979-80); edited and published Resource Contacts for ACHE (1979); Chair of three Visitation Committees (1976, 77, 82); Chair of the Professional Staff Development Committee (1976-79); member of the Membership Development Committee (1972-75); presenter, moderator and recorder at several annual meetings. Sam is a charter member of Region VII. He has been Chair of the Region (1974-75), participated on the Regional Program Committee (1977-78), and was the Nominations Committee Chair (1980-88). Sam is a member of NUCEA and participated in the 1985 MLE program at Harvard.

Statement of Goals: To continue to bring the resources of the regions together to form a cohesive group for the promotion of continuing education, particularly in the Western States.

Director-at-Large
S. Joseph Fantl

S. Joseph Fantl is Dean of Continuing Education at the Delaware Technical and Community College. He was formerly Dean of Continuing Education at Beaufort Technical College. Joe has been active in ACHE since 1976. His national activities include: Director-at-Large, ACHE Board (1987-88); Program Committee member (1986-88); member of the Older Adults Committee (1979-81, 84, 88); Chair of the Older Adults Committee (1982-83, 86-87); member of the Applications of New Technology Committee (1987-88); Marketing Committee (1985-87); Chair of the Two-Year College Committee (1983-85); member of the Publications Committee (1976-78). At the regional level, Joe was Chair of Region V (1986-87), served as Director of Region V (1982-84), was Secretary/Treasurer (1984-85), and served as Chair-elect (1985-86). Joe has made presentations at the CASE, Two-Year College Institute on two occasions and at the 1986 ACHE national meeting.

Statement of Goals: I would attempt to increase the service of the organization to its institutional members to encourage more institutional participation. I would attempt to serve the regions by offering professional consultations and help to its member institutions.

Director-at-Large
Carol D. Holden

Carol D. Holden is currently Dean of Continuing Education and Professor of Education at The George Washington University. She previously held the positions of Director of Continuing Education at Eastern Illinois University and Conference Program Director at the University of Illinois. Carol received her Ph.D. in Aesthetic Education from the University of Illinois in 1975 and became active in ACHE in 1983. Since that time, she has provided service to the organization at the national level in the following ways: Chair of the Human Resource Development Committee (1987-88); member of the Program Committee (1987); member of the Nominations Committee (1987); member of the Publications Committee (1986-88); moderator at annual conference (1986-87). Before her recent move to Region V, Carol served Region VI as Chair of the Region (1985-86); host of the Annual Meeting (1986); Chair-elect (1984-85); presenter (1983). In addition, she also gave the keynote address at the Region II NUCEA Annual Meeting in 1987 and made presentations at the Tri-County Education Conference in 1987 and 1988. Carol has been a consultant to the Universities of Miami and North Dakota on continuing education and has written a chapter for a Jossey-Bass book to be published in 1989 entitled Handbook of Marketing, edited by Robert Simerly.

Statement of Goals: Increased membership and increased participation of professional members. More formal networking opportunities for newer and/or younger members.

Director-at-Large
Janice Ropp Jackson

Jan Jackson is currently the Assistant Dean of Extended Education at California State University, San Bernardino. Before joining the staff at San Bernardino, Jan worked as a Public Relations Assistant in Continuing Education at Syracuse University. She is pursuing a Ph.D. in Higher Education at the Claremont Graduate School and has been active in ACHE since 1980. At the national level her activity has included: editor of Annual Meeting Proceedings (1988); co-editor of Annual Meeting Proceedings (1981-82); member of the Program Committee (1988); member of the Publications Committee (1986-88); Member of the Finance Committee (1988); member of the Western States Task Force (1988); member of the Nominations Committee (1985-87). At the regional level, Jan has been Co-chair of Region IX (1988), Chair (1986), Secretary/Treasurer (1985-88), Coordinator of the Regional Meeting for Regions IX and X (1986, 88) and Co-coordinator of the regional meeting for Regions IX and X (1985). Jan was selected outstanding Claremont Graduate Student in Public Policy in 1985.

__Statement of Goals__: As a member of Board, my primary goal would be to continue my present efforts to strengthen ACHE in the West. Currently the benefits and value of ACHE are virtually unknown in the Western States, and its resources untapped. I would strive, via a full-scale development campaign, to make ACHE a well-known entity in the West.

Director-at-Large
Robert H. Miller

Robert Miller is currently Dean of Continuing Education at the Philadelphia College of Textiles and Science. He formerly was Director of Continuing Education at Harcum College, a faculty member at Rider College, and Assistant to the Dean, College of Business, Drexel University. Bob has been involved with ACHE since 1979 and is pursuing a doctorate in Higher Education at Temple University. At the national level, Bob has been a member of the Legislation and Legal Issues Committee (1987-88); a member of the Marketing Task Force (1987); Chair of the Local Arrangements Committee for the National Meeting (1986); member of the Mentoring Committee (1985); member of the Program Committee (1984); Chair of the Membership Development committee (1982-83); and a member of the Committee on Older Adults (1980-81). Bob has also served Region IV as Chair (1984-85) and Assistant Chair (1983-84). He has presented papers at several regional meetings (1986-88) and published an article in the Spring 1987 edition of __The Journal of Continuing Higher Education__.

__Statement of Goals__: To foster the development of ACHE members by supporting the development of research interest groups with program opportunities at the national meetings.

Director-at-Large
Leo J. O'Hara

Leo J. O'Hara is currently Dean of Continuing Education at Stonehill College. He previously was Assistant Dean for Continuing Education and an Instructor in History at Temple University. Leo received his Ph.D. in History from the University of Pennsylvania in 1977 and has been associated with ACHE since 1975. During that time his service at the national level includes: Chair of the Nominations Committee (1987); member of the Finance Committee (1988); member of the Strategic Planning Committee (1984); member of the Membership Development Committee (1982-84); moderator at the National Conference (1987); recorder at the Annual meeting (1984-85). At the regional level, Leo served Region I as Chair (1985-86), Chair-elect (1984-85), Chair of the Professional Development Committee (1983), member of the Nominations Committee (1987), member of the Program Committee (1983-85), and member of the Committee on Accreditation (1983-

84). Leo's other related activities include: Chair of Alpha Sigma Lambda Task Force for an Executive Director (1987-88); Director of ASL Adult Education Foundation; Trustee for the Brockton Hospital; Chair of the Board of Trustees for the Notre Dame Academy; member of the local executive committee of the Private Industry Council. He has also written a book entitled An Emerging Profession: Philadelphia Doctors 1860-1900 to be published by Garland Publishing in 1988.

Statement of Goals: ACHE is what I call a "networking organization"; that is, an organization whose members are willing to share ideas and compare notes; an organization where people care about people. My primary goal will be to sustain and foster that kind of informal, caring, open culture--to help members grow and learn; to promote collegiality and professional development. This goal may be achieved in a number of ways including: (1) strengthening our regions; (2) restructuring the national meeting to give more exposure to committee reports; (3) giving more attention to the Task Force on Resource Linkages; (4) listing areas of expertise in the Directory; and (5) providing a forum for the sharing of ideas, practices and programs in continuing higher education.

Director-at-Large
R. Oakley Winters

R. Oakley Winters is Director of Continuing Education and Extension at the University of North Carolina at Charlotte. He formerly was Executive Director of the North Carolina Humanities Council and Dean for Continuing Education at St. Mary's College of Maryland. Oakley received his Ed.D. in Education Administration from Harvard University in 1970 and has been active in ACHE since 1983. At the national level, his service includes: Chair of the Ad Hoc Task Force on the Future of the Association (1986-87); member of the Program Committee (1983-85); member of the Strategic Planning Committee (1987-88); member of the Marketing Committee (1987-88); presenter at the Annual Meeting (1983, 85). At the regional level, Oakley has been Chair of Region V (1988), Secretary-Treasurer (1986) and conference Chair (1984, 88). His other continuing education activities include teaching strategic planning for non-profit associations and grant writing for community-based organizations. This past year, he presented papers to the Institute for Continuing Education in the Health Sciences and The Association for State and Local History. He also developed a state-wide program that received one of 13 Exemplary Awards given by the National Endowment for the Humanities in 1987.

Statement of Goals: I want to help the Association to reach consensus about its mission and purpose. How can the Association become more effective in improving the practice of continuing education? As a support group to hone and enhance the leadership skills on continuing education professionals within their institutions and communities? As a "self-help" organization with a special esprit which combines a vision of what can be with the realities of everyday continuing education practice? Without more clarity about its mission, the Association will vacillate between serving individual (professional) and institutional members, between a trade association merely representing the interests of its members and a professional society dedicated to improving the practice of continuing education.

APPENDIX J
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Subcommittee of the Board of Directors
A Study of the Recommendations of the 1987 Program Committee
October 1988

The primary task of this subcommittee of the Board of Directors, established by the President, was to study the recommendations of the 1987 Local Arrangements and Program Committees at Indianapolis, and report to the Board in Salt Lake City with recommendations for action.

Activities
All committee business was conducted by telephone and through correspondence.

Recommendation #1
The document prepared by Charles Falk The Program of the Annual Meeting of the Association for Continuing Higher Education: Guidelines, Suggestions and Other Information for Members of the Program Committee and Other Program Planning Personnel was used extensively as a guide for the Program and Local Arrangements Committees. It should be adopted by the Association and used for future meetings. Sample documents should be added each year to reflect the practices of the Local Arrangements and Program committees. These would need annual revision. They have been appended to this report.

Re: #1
The committee recommends that this document be adopted by the Board and used for future annual meetings. Sample documents of revisions should be added each year.

Recommendation #2
The Association should develop a standard contract for sponsoring institutions and hotels. ACHE should provide a mechanism for insuring sponsoring institutions from substantial financial loss.

Re: #2
The Board is advised to act on Recommendation #2. The committee suggests the following: establish a subcommittee consisting of the 1986, 1987 and 1988 Local Arrangements chairs and/or the representatives of the host institutions for those annual meetings to:

(a) develop a sample standard contract form;
(b) recommend a mechanism for insuring sponsoring institutions from incurring substantial financial loss.

Recommendation #3
The practice of sponsored breaks should be maintained and expanded.

Re: #3
The committee was unanimous in its agreement for adoption of this recommendation by the Board, with emphasis on expansion of sponsored events, when possible.

Recommendation #4
The Call for Papers is a valuable tool for the Program Committee. It should be expanded to clearly indicate that the call is also for programs. In addition, members should be encouraged to submit topics that they would like to have addressed to the program committee. This could also be accomplished through the Call for Papers (and presentations and topics).

Re: #4
The ACHE Board is advised to accept Recommendation 4, with the following addition. The Call for Papers should go out in the spring or summer one year prior to the annual meeting (i.e., in May of 1989 for the 1990 annual meeting). The current timeline is much shorter than similar organizations and the Program Committee has little time to evaluate the proposals.

In order to follow such a schedule, however, program chairs and meeting themes should be selected two years in advance, a suggestion made by members of each of the last three program committees. People submitting proposals or presentation ideas have noted the importance of knowing specific topics earlier in order to address the theme more appropriately.

Recommendation #5
The practice of not charging spouses for registration should be continued. They should pay for special events but sponsorship of these events should be sought in order to minimize the expense to participants.

Re: #5
We support the no-cost registration of spouses. We think moving in this direction was smart. Payment by a spouse for any function which has a cost is perfectly reasonable. Unlike the prior spouse registration, monies had to be paid for services not utilized--if a spouse could only be at the conference part of the time, for example.

The only flaw in this approach may lie in how morning "coffee" is handled. We think that spouses appreciate being able to go to a "gathering place" in the morning where they can have a suitable morning refreshment, meet other spouses, and plan for the day's activities. Our suggestion is that sponsorship be sought to help cover the costs of morning coffee and for spouses--if not from local firms/organizations, then by our member institutions. For example, "I buy one-half of the coffee break on one day for the Eastern Decision Sciences Institute, and pay for this out of discretionary funds. The Decision Sciences people put EKU's name in the program as a sponsor, and on a sign in the place where the break is held. The cost is moderate, about $150, we get visibility, and our DS faculty are happy."

Recommendation #6
A clear policy should be set regarding complimentary registrations for speakers and presenters. In addition, presenters should be made aware that they are not provided with complimentary registrations or reduced rates. Presenters who do not intend to participate beyond their own presentations should not be required to register for the meeting. There was some confusion over this at the 1987 meeting.

Re: #6
Charles Falk included the following general rules in his handbook:

1. No members of the ACHE who make presentations at the annual meeting are eligible for any gratuities. They pay their own way.

2. Non-member presenters' gratuities are negotiable. The key element here is to lay everything out, up front and in writing for the presenter. Honoraria amounts, plane tickets, hotel rooms, participation in conference functions for which there is no cost, and other allowable expenses (taxi fare, airport parking, etc.) are among the elements which should be included in the communication.

3. In working with non-member presenters, the practice was:

   a. Pay the hotel room costs the night before or after the presentation--contingent upon how convenient or realistic it is for a person to fly in before a presentation, or to fly out afterward. I don't suggest skimping on hotel costs for presenters if this will bring them in the night before a presentation. It gives the ACHE a lot more assurance that the person will be present at the appointed time the next day, and also insulate the program from weather-related speaker dislocations.

   b. Offer complimentary participation in conference activities for which there is a cost--if and as the cost incurring events occur the night before, or on the day of the presentation. For example, someone making a Monday morning presentation will presumably arrive Sunday night. It would be civil to invite the person to the opening reception.

c. Offer complimentary participation/registration for all other no-cost events. In other words, a non-member presenter could participate in the entire meeting at no cost, except for those ACHE cost-incurring functions for which the presenter has received no complimentary registration.

In short, invited non-member presenters get a free registration for the conference, except that charges will be made for selected cost-incurring conference events. The Program Committee, by the way, should consider these expenses as allocable against the budget for the program. The committee agrees that these guidelines are clear and that they should continue to be implemented at the annual meeting.

Recommendation #7
Standard practices should be established for the recognition of speakers, presenters and association officials. Ribbons and color-coded badges were used for the 1987 meeting.

Re: #7
The committee advises acceptance of Recommendation #7.

Recommendation #8
The Association should officially recognize the contributions of the institutions involved in Local Arrangements and Program Committee activities. The chair of each of these committees will incur considerable expense for their institutions.

Re: #8
This item should become "c" of #2 with a charge to the committee to develop procedures for recognition of (a) host institution and (b) chairs of Local Arrangements and Program committees.

Recommendation #9
ACHE should provide more financial support to the members of the Program Committee. This year a luncheon during the planning meeting and one at the 1986 annual meeting were provided by ACHE. The Association should consider paying for the cost of hotel and meals during the planning meeting. Individuals would still need the support of their institutions for travel and related expenses.

Re: #9
In general, the committee is opposed to this recommendation. It is clear to all that if members agree to serve on the Program Committee, they are also agreeing to bear the burden of that participation. We are not opposed to the Association paying for a lunch for the new Program Committee meeting held during the annual meeting. (This is the session where planning for the following year's meeting begins.)

However, having a formal lunch for this group cuts into valuable time that could be better spent talking about ideas and plans for the next year's program. This meal function could be eliminated--or at the very least be converted to a box lunch format that de-emphasizes the meal and emphasizes the task at hand.

The committee supports the idea of the Association paying for morning and afternoon refreshments for the mid-year planning meeting of the new Program Committee. We would also support having the Association pay for one really nice dinner for the group. In part, this would assure that the group stayed together at most meal functions during the time of their meeting--and this would work to the Association's advantage. It also says "thank you" to the group for its work. We would NOT support paying for the hotel rooms, and other meal expenses stemming from the mid-year meeting of that committee.

In the best of all worlds, all Program Committee expenses could/should be "covered." However, we are concerned about the potential run-up of the total cost of meeting planning and it is for this reason that limitations are suggested.

Recommendation #10
The Program Committee endorses the proposed new meeting format.

Re: #10
The committee advises the Board to evaluate and study the effects of the new meeting format. Specifically, effects on registration, attendance at the scheduled sessions on Sunday, and attendance at the closing banquet. Are the outcomes positive or negative? Are trends emerging which would suggest endorsement of the new format, or should we continue to be open to further ideas and suggestions?

Respectfully submitted,

Mary B. Benedetti, Chair
Charles Falk
Gayla Shoemake

APPENDIX K
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Publications
Committee/Meeting Report
October 31, 1988

The chair welcomed and introduced the members of the committee. The members reviewed the purposes, goals and objectives of the committee.

Editor's Reviews:
Dr. Roger Sublett was unable to attend because he was attending a breakfast for the First Timers.

Five Minutes with ACHE is continuing to meet needs of the Association's membership. The next issue of November 1988 will include a "call for papers" for the 1989 meeting in Charleston, SC. The 50th Anniversary masthead will be used throughout 1989.

Dr. Sublett mailed a directory alert for 1989. The Board of Directors has discussed using a professional publishing company for a higher quality directory. The Board has also discussed briefly the combination of a resource directory with the membership directory, but there is no firm decision on this matter as yet.

Jan Jackson reported on the 1987 Proceedings and outlined her plans for the 1988 publication, including her meeting prior to the conference with recorders.

Dr. Donna Queeney was unable to attend the meeting due to the serious illness of her mother. She has completed and shared the 50th Anniversary issue of The Journal of Continuing Higher Education. That issue is already in the hands of members and, from all comments, JCHE was well received. There were a number of problems with the development of the publication, but the issue is a tribute to the demand for quality and excellent editorship of Dr. Donna Queeney. Dr. Queeney reported through the Chair of the committee that the costs of printing the journal continue to rise. She is experimenting at this time with computerizing the publication which can be transferred by modem to the printer. That will eliminate a large portion of typesetting costs. Some problems existed with the labels for mailing but that procedure is being reviewed. Dr. Queeney sends her appreciation to the reviewers for providing high quality reviews in a timely fashion. The number of manuscripts submitted for publication in the journal has more than doubled since the current editor has assumed responsibility. The quality of manuscripts also improved substantially. The members of the committee unanimously commended our editors, Dr. Donna Queeney, Jan Jackson, and Dr. Roger Sublett for the continued excellence and timely publication of their respective editions.

Other Business:
The Chair read a letter of appreciation from Dr. Hal Salisbury, President of ACHE, to all members of the committee for their excellent job during the past year. Jan Jackson volunteered to continue as editor of Proceedings for 1989.

There was a discussion on sending issues of The Journal of Continuing Higher Education to academic vice presidents of member institutions. The Chair encouraged members of the committee to contact editors directly with suggestions for their consideration. The Chair distributed a proposed change in the by-laws of ACHE. Of particular interest was Article 3, Section 8 of the by-laws concerning the publication of The Journal of Continuing Higher Education "in accordance with Board policy" and the fact that the initial dues would include two subscriptions to Proceedings and a subscription to The Journal of Continuing Higher Education for each listed member with a change in annual dues to $200 per institution.

The committee during the coming year will consider the development of a policy on duplication of articles. The Chair introduced Dr. Ronald Sundberg of Suffolk University as the new chairperson of the Publications Committee of ACHE. The members of the committee commended Harry Shields for his service as Chair of the Publications Committee. Plans for the next meeting of the national Publications Committee will be announced at a later time.

Those present at the meeting: Henry A. Shields, Jr., Saint Peter's College, Chair; Dr.Ronald Sundberg, Suffolk University; Dr. Nancy Gadbow, Syracuse University, Board Liaison; Lynn Penland, University of Evansville, representing the home office; Dr. Robert DeRoche, Marquette University; John H. Dickey, Furman University; Karen Garver, University of Nebraska, Omaha; Dr. Carol Holden, George Washington University; Jan Jackson, California State University, San Bernardino; Dr. Alicia Savage, Montclair State College; Dr. Sonya Shapiro, New York University.

APPENDIX L
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Research
Committee Report 1987-88

The ACHE Research Committee has had a very busy and productive year. This past year, we have acted as a clearinghouse and information center for a number of requests for information related to ACHE and continuing education in general.

We have made recommendations to the ACHE Board of Directors with regard to reinstituting the ACHE research award for next year. The ACHE Board of Directors is deliberating at this time on this issue.

By far, our major activity has been the development and implementation of a major study of ACHE membership attitudes and perceptions toward the Association. The study was undertaken by the chair of the ACHE Research Committee, Dr. William C. Hine, Dean, Adult and Continuing Education at Eastern Illinois University. The Research Study was completed and has been sent to the ACHE Board of Directors for their discussion and evaluation. Excerpts from the Study will appear in The Journal of Continuing Higher Education in the spring 1989, and a detailed statement of the results of the survey will be presented at the ACHE national meeting in 1989 in Charleston, SC.

The ACHE Research Committee was deeply involved in the selection of research articles to be presented at the research session at the 50th anniversary meeting in Salt Lake City.

Finally, if any ACHE members have any additional information or perspective related to the ACHE Research Committee activities, please do not hesitate to contact me.

Submitted by,

Dr. William C. Hine, Chair

APPENDIX M
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Resource Linkages and Professional Development Task Force Report

The Task Force has continued its work primarily in the area of expertise sharing. The ACHE Member Profile form was distributed at the 1987 meeting in Indianapolis, in Five Minutes with ACHE, and through some regional efforts. Although a number of forms have been returned to the national office, a system for compilation has not been completed. The Board of Directors will be asked to consider the possibility of combining this information with the annual directory, so that members would have this summary information conveniently available. The members could be asked to complete or update the information related to expertise/information sharing each year when the notice of membership renewal is sent. Then this material could be added to the directory each year.

Members also have had an opportunity to become part of AEDNET, an established electronic adult education network which is accessed through BITNET, INTERNET, or USENET. A few people have completed and returned the form which was available at national and regional meetings and in Five Minutes with ACHE. The problem we have discovered is that most of those who responded are at institutions which are not connected to one of the electronic networks or the respondents do not know if their institution is connected and are not familiar with the computer services at their institution. Unfortunately, it is difficult to advise people as to how to become involved, unless they have at least a basic knowledge of electronic mail or are able to seek help at their institutions.

The use of an organized system of expertise/information sharing (as through the directory) should be carefully explored. This system could easily be combined with the developing usage of AEDNET (or other electronic mail systems) by adding a person's USERID along with the address and phone number in the directory. Further, a database which combines the directory information and the expertise sharing information could be easily updated.

The expanding use of technology will make our needs for expertise and information sharing even more important in the future. More and more institutions and groups of organizations will be connected electronically. Most of us WILL be using electronic in the future! ACHE should be at the forefront of such technology!

Although progress has been slower than we had hoped, I recommend

APPENDIX N
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Rural Education Committee Report

The Rural Education Committee was established by Nicholas Kolb after the annual meeting in 1986. A primary goal of the committee is to develop an awareness among all ACHE members of problems and trends pertaining to rural America. For 1988, the committee identified rural economic development as the theme for its work. A panel discussion on "The Role of Higher Education in Rural Economic Development" was presented at the 1988 annual meeting.

Members of the committee include Sheila Caskey, Southeast Missouri State University; Patricia Lust, Longwood College; Kaylin Johns, Eastern Illinois University; Diana Henshaw, Western Carolina University; James McGee, East Carolina University.

Submitted by,

Sheila Caskey, Chair

APPENDIX O
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Resolutions

Be it resolved that the Association in convention assembled express its congratulations and deep appreciation to Sam C. Bills, Chair of the 1988 Program Committee, and to his colleagues on the Program Committee for providing the Association with intellectual stimulation, thought-provoking inquiry and an opportunity to reflect upon continuing higher education in retrospect and toward the future.

Whereas Alex Haley has, through his books, articles and speeches, become an international symbol of what can be accomplished through perseverance and dedication; and whereas he has brought universal attention to the need to respect the richness of multicultural societies; and whereas he has openly championed the cause of lifelong education--whether pursued by formal or informal means; and whereas he has shared with the Association his commitment to and advocacy for continuing education; Therefore, be it resolved that ACHE, in convention assembled, convey to Alex Haley its apreciation for his outstanding presentation at its Fiftieth Anniversary meeting, and that ACHE commit its resources to actively assist him in his efforts to focus attention on the need for continuing education through his future writings and presentations.

Be it resolved that the Association in convention assembled express its gratitude and appreciation to Frank Santiago, Chair of the 1988 Local Arrangements Committee, to his colleagues on the committee, and to Brigham Young University for their intensive efforts and thorough planning in providing for our comfort and welfare. The fine City of Salt Lake, described as the Crossroads of the West, presented a warm and hospitable milieu in which Association members could learn and enjoy their leisure through the stimulation and the culture that the city offers.

Be it resolved that the Association in convention assembled acknowledge its profound appreciation to President Hal Salisbury and to his Board of Directors for their outstanding leadership during the year 1987-88. His presidency and the contributions of the Board have paved the way for continuing educators within the Association to emerge as truly effective leaders, not only within their units, but within their institutions and the community at large.

Be it resolved that the Association in convention assembled express its appreciation and gratitude to Roger H. Sublett and the University of Evansville staff for their superior work in the execution of the many responsibilities of the Executive Vice President of ACHE.

Be it resolved that the Association in convention assembled commend Donna Queeney; Editor of The Journal of Continuing Higher Education, and her staff for producing an excellent special edition of The Journal to mark the Fiftieth Anniversary of ACHE.

Be it resolved that the Association in convention assembled express its gratitude to Harry Shields for his commendable service as chair of the Publications Committee from 1983-1988. Having served as a member of the committee, Harry assumed its leadership and was a contributing force to the enhancement of ACHE publications. He was: (1) a steady influence in a time of transition for The Journal of Continuing Higher Education; (2) instrumental in revising the format of the Proceedings; and (3) involved in the planning for the publication of the Fiftieth Anniversary issue of The Journal.

Be it resolved that the Association in convention assembled, acknowledge Robert A. Love, who at ninety years of age, is the longest living member who was present at the founding of the Association of University Evening Colleges in 1939. he was president of AUEC in 1951 at its meeting in Detroit while serving as Dean of City College of New York.

Be it resolved that the Association for Continuing Higher Education notes with deep sadness and sympathy the death of Dr. William G. Huffman. He is fondly remembered by many of those presently active in the Association as a dedicated leader, serving the educational needs of nontraditional students at the University of Louisville. He took a very active role in the Association, serving two terms on the Board of Directors, then later as President in 1967-68.

From 1953, when he was appointed Dean of University College and the Summer Session, Dean Huffman was known as a staunch supporter of adult education. Under his leadership, University College made the completion of a degree a real possibility for hundreds of students in the greater Louisville area. Moreover, he was man of vision who appreciated the great potential of technology in education. He established an audio-visual center in University College which became the nucleus of the University Instructional Communications Center.

With a deep sense of gratitude and respect, we remember and honor Dean William C. Huffman for his lifetime commitment to the service of adult students through his leadership in continuing higher education.

Whereas a broad spectrum of education beyond that required specifically to maintain job competence is needed to benefit all types of employees in the United States; and that employer-paid benefits are an important stimulus to education in the United States; and that without a permanent extension of section 127 of the Internal Revenue Code, working students will be taxed on the tuition aid they receive from their employers; and that workers must be encouraged to pursue undergraduate and graduate studies to improve the competitiveness of the United States; Therefore, be it resolved that ACHE supports the permanent extension of section 127 of the Internal Revenue Code, in order to make all forms of tuition aid tax free; and that the ACHE executive Vice President duly notify the chairs of the Senate and House Finance Committees.

Submitted by,

Resolutions Committee
  Nicholas Kolb, Chair
  Norma Long
  Wayne Whelan

APPENDIX P
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Officers - 1987-88

President: Hal Salisbury, Trident Technical College
President-Elect: Peter K. Mills, Nova University
Vice President: John Michael Sweeney, Univesity of Cincinnati
Executive Vice President: Roger H. Sublett,
University of Evansville

Board of Directors

Elizabeth A. Ayres, American International College
Mary B. Benedetti, Trenton State College
Sam C. Bills, University of Tennessee
Charles F. Falk, Eastern Kentucky University
S. Joseph Fantl, Delaware Technical and Community College
Nancy F. Gadbow, Syracuse University
Reid A. Holland, Midlands Technical College
Gayla Shoemake, Dunwooody Institute

Editors

Donna Queeney, Editor
The Journal of Continuing Higher Education
The Pennsylvania State University

Jan Jackson, Editor
Proceedings (1987)
California State University, San Bernardino

Regional Chairs

Walter Antoniotti, Franklin Pierce College; Region I
Holly A. Christensen, Hudson Valley Community College; Region II
Judith Donaldson, New York University; Region III
Judy Ghetti-Ommen, Trenton State College; Region IV
Robert T. Hawkes, George Mason University; Region V
E.J. "Bud" Houston, The University of Akron; Region VI
Susan E. Bridwell, University of South Carolina; Region VII
Karen Garver, University of Nebraska at Omaha; Region VIII
Donald E. Spencer, Whitworth College; Region IX
Frank Santiago, Brigham Young University; Region X

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APPENDIX Q
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Program and Local Arrangements Committee Members 1988 Meeting - Salt Lake City

Program Committee Members

Sam C. Bills, University of Tennessee; Chair
Gayle Cooper, University of Tennessee; Chair, Logo, Publicity, and Program
Scott Evenbeck, IUPUI; Chair, Wednesday
Joseph Fantl, Delaware Technical and Community College
Nancy Gadbow, Syracuse University; Chair, Sunday
Robert Hale, County College of Morris
Jan Jackson, California State University, San Bernardino; Chair, Tuesday
Patricia Lawler, Paoli, Pennsylvania; Chair, Papers and Presentations
Richard Lucore, Loyola University; Chair, Monday
Juergen C. Mudrow, University of Toledo
Sally Reithlingshoefer, George Mason University
Frank Santiago, Brigham Young University; Chair, 1988 Local Arrangements
Abbie F. Smith, College of Charleston
Robert Stakes, University of Texas at El Paso
John Michael Sweeney, University of Cincinnati
Dennis L. Tarr, University of Miami

Local Arrangements Committee Members

Frank Santiago, Brigham Young University, Chair
Sam C. Bills, University of Tennessee, Knoxville
Bruce A. Bowen, Brigham Young University
Scott Evenbeck, IUPUI
Bert Gividen, Brigham Young University
Kenneth D. Lindquist, Brigham Young University
Robyn Pinegar, Brigham Young University
D. Chris Poulos, Brigham Young University
S. Kenneth Robbins, Brigham Young University
Orson Roper, Brigham Young University
Richard Rowley, Brigham Young University
George Talbot, Brigham Young University
Alan K. Young, Brigham Young University

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APPENDIX R
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Roll of Past Presidents and Annual Meetings

Year	Place	President	School
1939	New York	Vincent H. Drufner	University of Cincinnati
1940	Omaha	A. Caswell Ellis (acting for Drufner, deceased)	Cleveland College
1941	Cleveland	A. Caswell Ellis	Cleveland College
1942	Buffalo	George Sparks (acting for A.L. Boeck, resigned)	Georgia State University
1943	Chicago	George Sparks	Georgia State University
1944	Pittsburgh	Norman P. Auburn	University of Cincinnati
1945	Philadelphia	Lewis Froman	University of Buffalo
1946	New York	Henry C. Mills	University of Rochester
1947	Minneapolis	F. W. Stramm	University of Louisville
1948	New Orleans	Rollin B. Posey	Northwestern University
1949	Cincinnati	Herbert Hunsaker	Cleveland College
1950	Denver	Frank R. Neuffer	University of Cincinnati
1951	Detroit	Robert A. Love	City College of New York
1952	Atlanta	Cortell K. Holsapple	Texas Christian Univ.
1953	St. Louis	Henry Wirtenberger, S.J.	Cleveland College
1954	Milwaukee	Willis H. Reals	Washington University
1955	New Orleans	John P. Dyer	Tulane University
1956	New York	George A. Parkinson	University of Wisconsin
1957	Montreal	William H. Conley	Marquette University
1958	Louisville	Alexander Charters	Syracuse University
1959	Pittsburgh	Richard A. Mumma	Johns Hopkins University
1960	San Francisco	Kenneth W. Riddle	Drexel University
1961	Cleveland	Richard A. Matre	Loyola of Chicago
1962	Miami	Daniel R. Lang	Northwestern University
1963	Boston	Richard Deters, S.J.	Xavier University
1964	St. Louis	Earnest S. Bradenburg	Drury College
1965	Dallas	Ralph C. Kendall	University of Toledo
1966	Buffalo	Robert F. Berner	State University of New York, Buffalo
1967	New Orleans	Ernest E. McMahon	Rutgers University
1968	San Francisco	William Huffman	University of Louisville
1969	Washington, DC	Raymond P. Witte	Loyola of New Orleans
1970	Montreal	Clarence Thompson	Drake University
1971	Des Moines	Joseph Goddard	University of Tennessee
1972	New York	William T. Utley	University of Nebraska
1973	Chicago	Hyman Lichtenstein	Hofstra University
1974	New Orleans	Carl H. Elliott	Tri-State University
1975	Salt Lake City	Alban F. Varnado	Univ. of New Orleans
1976	Philadelphia	Richard Robbins	Johns Hopkins University
1977	Montreal	William Barton	University of Tennessee

Year	Place	President	School
1978	Fort Worth	James R. McBride	Canadian Bureau for International Education
1979	Toronto	Lewis C. Popham, III	State University of New York, Oswego
1980	Knoxville	Gail A. Helcamp	University of Cincinnati
1981	Los Angeles	Frank E. Funk	Syracuse University
1982	New Orleans	Leslie S. Jacobson	Brooklyn Colleg
1983	Dallas	Louis E. Phillips	University of Georgia
1984	Boston	Wayne L. Whelan	University of Tennessee
1985	Atlanta	Frank Santiago	Brigham Young University
1986	Philadelphia	Stanley J. Gwiazda	Drexel University
1987	Indianapolis	Nicholas E. Kolb	Indiana University of Pennsylvania
1988	Salt Lake City	Hal Salisbury	Trident Technical College

APPENDIX S
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Citations for Leadership

Year	Place	Recipient
1965	Dallas	Alexander Liveright
1966	Buffalo	Cyril O. Houle
1967	New Orleans	John P. Dyer
1968	San Francisco	Frank R. Neuffer
1969	Washington,DC	Edwin H. Spengler
1970	Montreal	Daniel R. Lang Richard T. Deters
1971	Des Moines	Howell W. McGee
1972	New York	Robert F. Berner
1973	Chicago	Alexander N. Charters Ernest E. McMahon
1974	New Orleans	(no award given)
1975	Salt Lake City	Paul Sheats
1976	Philadelphia	(no award given)
1977	Montreal	(no award given)
1978	Fort Worth	John B. Ervin
1979	Toronto	J. Roby Kidd
1980	Knoxville	(no award given)
1981	Los Angeles	MacNeil-Lehrer Report
1982	New Orleans	Joseph P. Goddard Adelie F.Robertson
1983	Dallas	(no award given)
1984	Boston	Grover Andrews
1985	Atlanta	(no award given)
1986	Philadelphia	Leslie S. Jacobson
1987	Indianapolis	Louis Phillips
1988	Salt Lake City	(no award given)

APPENDIX T
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

1989 Annual Meeting

FIFTY-FIRST ANNUAL MEETING

OF THE

ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Education for a Multicultural Society: Continuing Higher Education and a New Age Agenda

As we move toward the 21st century, we are becoming more aware of the needs of our changing multicultural society. What we understand as minorities today will become the majority, while poverty and limited education continue to impact the lives of too many in our world. At the same time, work and the workplace are being reshaped by advancing technology. If education can unlock human potential and break the cycle of poverty, powerlessness, and despair, then continuing higher education holds the key. It is capable of matching the emerging diversity of human needs and the changing world of work with the resources of the university, where research, teaching, and service can be directed toward reaching persons of all ages and groups. ACHE must adopt a new agenda to make education responsive to a new multicultural age.

November 12-15, 1989

Charleston, South Carolina
Omni Hotel and Convention Center